

## ADVISORY BOARD

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# School Activities

HARRY C. MCKOWN, Editor

C. R. VAN NICE, Managing Editor

ROBERT G. GROSS, Business Manager

VOL. X, NO. 6

FEBRUARY, 1939

## CONTENTS

Preparation Precedes Participation .....	243
An Individual Guidance Record for Home Room Advisors .....	245
Scouting and Special Education.....	248
Once the Handbook, Now the Rabbit's Foot.....	251
Another New-Type Commencement.....	253
State Pageant Scores Hit .....	255
Texas Singing School.....	257
Financing the Yearbook .....	259
Hand Puppets in the Auditorium Class.....	261
The Necktie Cover-Upper Program.....	263
Vitalizing Civic Education through the Speakers Bureau .....	266
Our School 'Jamboree' .....	267
Have You Read These? .....	270
News Notes and Comments.....	271
How We Do It.....	274
Stunts and Program Material.....	279
Parties for the Season.....	284
New Helps in the Field of School Activities.....	287
Comedy Cues .....	288

Published Monthly from September to May by

SCHOOL ACTIVITIES PUBLISHING COMPANY

1515 Lane Street, Topeka, Kansas

SINGLE COPIES 25 CENTS

\$2.00 PER YEAR

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company. Entire Contents Copyright 1939.

## Comedy Cues

### PLEASE, YOU READ IT TO ME

A rite suite little buoy, the sun of a grate kernel, flue up the rode swift as eh dear. After a thyme he stopped at a gnu house and wrung the belle. His tow hurt hymn and he kneaded wrest. He was two tired to raze his fare, pail face. A feint mown of pane rose from his lips. The made who herd the belle was about to pear a pare; but she through it aside and ran with awl her mite for fear her guessed woud knot weight. But wen she saw the little won, tiers stood in her blew eyes at the site.

"Ewe poor deer! Why due yew lye hear? Ewer dyeing, aye fear."

"Know," he said, "Isle soon bee awl rite; butt now I'm feint to the corps. Eye caught too bee' shone a quite plays."

"Aisle dew my best four ewe; neigh, moor!" she cried, fore her hart was full of whoa.

Sew she boar hymn two a rheum wear he mite be a loan, gave hymn bred and meter, held cent under his knows, tide his choler and beau, rapped hymn warmly, gave hymn a suite drachm from a viol, till he went fourth hail and well as a young hoarse. His eyes shown, his cheeks were as read as a flour, and he gambled a hole our. Hears the end of hour tail.—*Texas Outlook*.



Jack: Doctor, I'm afraid that I'm going to die."

Doctor: Nonsense, that's the last thing you'd ever do."—*School Music News*.



### WHY MANDY TRIBULATED

Mandy Walker, a Negress who washed for a Mrs. Frisk, came one day with a tale of woe calculated to awaken pity in the hardest heart.

"Cheer up, Mandy," said Mrs. Frisk consolingly. "There's no use in worrying."

But Mandy held other views. "How come dere's no use in worrying?" she asked. "When de good Lawd send me tribulation, He 'spects me to tribulate, don't He?"—*Texas Outlook*.



### ADAPTABILITY

A doctor had an urgent phone call from a gentleman saying his small son had swallowed his fountain pen.

"All right, I'll come at once," replied the doctor. "What are you doing in the meantime?"

Came the answer, "Using a pencil."

—*Becker County Beacon*.

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### Index to Advertisers

Allied Youth, Inc.....	227
Artistic Medal & Badge Co.....	233
Craddock Uniforms .....	233
De Moulin Bros. & Co.....	226
De Moulin Bros. & Co.....	234
Leroy Dennis Film Bureau.....	225
Eldridge Entertainment House, Inc.....	237
George Evans & Co., Inc.....	224
Fortuny's .....	226
Gennett Records .....	231
Junior Arts & Activities.....	2nd Cover
MacMurray College.....	4th Cover
National Academic Cap & Gown Co.....	220
National Recreation Association.....	232
Palmer Company, The.....	234
Premier Platform Service Bureau.....	224
School Activities .....	3rd Cover
Teachers' Supply Bureau.....	220
Chas. H. Wilson...	238

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# As the Editor Sees It

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We just had a note from a sizeable school—"This year we are not participating in the state contests because: (1) such participation has always limited training to a relatively few students, and (2) it has always seriously limited the contestants' training." Logical? Sounds so to us.

In the Vernon L. Davey Junior High School, East Orange, New Jersey, "Unit Courses, disconnected from the curriculum," have replaced school clubs. In the two daily fifty-minute periods the work is carried on as informally as each group may desire. No credit is given, and no marks are assigned.

One of America's best known college football mentors seriously favors allowing the coach to tell his team which play to use, thereby doing away with the play-selecting quarterback. And no one can blame him if his position and reputation depend upon the "success" of his team.

"By and large, schools do more to keep youth out of community affairs than to put them into community affairs," stated a teacher recently. This is more true of the "curriculum" than of the "extra-curriculum," but the latter still has many uncaptialized opportunities.

Why not plan and promote a "School Fair" (not a horse-playish carnival but a dignified exhibit) for this spring? Such an event would be educative to all concerned—pupils, teachers, and townsfolk.

The average pupil cannot help but read and hear about international troubles because the newspapers and magazines reflect them, and nearly all adults are discussing them. A series of appropriate assembly presentations, simple

enough to be understood, would be most timely.

Perhaps your basketball team will soon be participating in a tournament. And perhaps, too, because of your coach's and players' superstitions, uncut hair, unshaved faces, unchanged shirts, and other childish luck-coaxing stunts and charms—not one of which is complimentary to the "educational institution" which tolerates them or the individuals who mentally debauch in them—will be in evidence. So what?

Know what "S.O.S." means? Sure? In the New York City schools' safety campaign it means "Stay on the Sidewalk."

Extra-curricular activities for students, why not for teachers? At Kingsport, Tennessee, the teachers have a weekly "play night," which, judging by the attendance, is very popular.

Maybe you are in a section of the country in which the "Bookmobile" would be a very welcome and profitable vehicle. In that case, perhaps your school may be in a position to lead in the promotion of this worthy project. Your nearest library will gladly assist.

Another commendable thing about The National Honor Society—The Revolving Scholarship Loan Fund authorized at the New Orleans Convention.

An American Tragedy—a closed school. Already this year more than one school has been discontinued because of a lack of funds, and more than one faculty has been forced to accept salaries in script. But we'll bet that the politicians and treasury looters are as sleek and fat as ever.



# Preparation Precedes Participation

NOT only have students been misled by the use of the words "student government," but some teachers and administrators, intrigued by the high sounding title, have worked out fanciful programs that were short lived and extremely detrimental to the administration and operation of the school. "Student government" smacks too much of students actually running the school; places too much emphasis on discipline by students, which is only a minor part of the plan; and, last but not least, fails to emphasize the necessary co-operation of students and teachers in running the school.

On the other hand, "student participation" implies co-operative effort on the part of pupils in the actual operation of the school. Too often in the past, student government organizations have not had a very large part in administration and operation, but have acted more in a legislative or judicial fashion.

The responsibility necessary for a program of student participation in the running of the school calls for a high student morale. It comes as a reward to a school where conditions merit the delegation of responsibilities to students.

Too often the installation of a student government organization in a school has been the outcome of a need for such an organization to improve the discipline of the school. This has been the cause of many dismal failures. Disciplinary duties should be one of the last responsibilities to be added; then with much preparation and great care.

One who is not well acquainted with the modern viewpoint of the administration of schools will ask naturally at once: "Why have student government or student participation in the running of the school?" At least two answers can be given in accordance with sound educational philosophy. One is based on the possible good to the school itself, and the other is the benefit to the students. To maintain that it will lessen the work of the teacher is putting the matter on a low level. To hold the idea that it offers students practical experience in a democratic situation which will be valuable to them makes the plan commendable.

The main argument for student participation in the operation of a school grows out of a recent change in the philosophy and objectives of education. If the school is to approximate a democracy in action where training is given in the exercise of democratic procedure, then student-teacher co-operation in the running of the school is justified.

G. G. STARR

*Superintendent of Schools, Arcanum, Ohio*

Where education is considered in the main as the acquiring of a mass of information imparted by the teacher and text book, little opportunity is given for establishing conditions satisfactory to democratic living. Where the goal is a co-operative form of endeavor by student and teacher, both work together for the interests of all. Student participation calls for considering, planning, and putting into practice the activities of the school by the united effort of all concerned. Yes, pupil participation calls for a philosophy of education which is compatible with democratic ideals and principles in thought, work, and deed.

It is not advisable to attempt such a program until faculty and students have been prepared for it. Teachers need a good understanding of the viewpoints and abilities of students, so that the elementary ideas advanced and immature actions performed will be a challenge to improvement, not a cause for disappointment. Students will need to develop the habit of working *with* teachers instead of *for* teachers.

Instead of the usual procedure in having a student council appointed or elected, on whose shoulders a great deal of responsibility is placed at the start, a wiser plan is to select outstanding students who can be delegated responsibility, indirectly at first. As these students grow, others can be added until both the idea and practice progress to the place where teachers and students see it working. Their initial duties should be elementary, such as checking attendance, running errands, and acting as guides for visitors.

In one school some of the following activities were participated in before any permanent organization was formed:

(a) *Typing and Stenography.* Students who had taken typing and shorthand worked in the superintendent's office. At first their activities included typing correspondence, answering the telephone, and meeting callers. After these students had become informed on the various types of work and at the same time had gained some skill, various other tasks such as writing absence and tardiness excuses were delegated to them. Other students of the commercial department were assigned as secretaries to the various teachers for the purpose, at first, of typing and cutting stenocils for mimeograph work. These students

were given additional opportunities to assist the teacher as time went on.

(b) *Tot Club.* In a noon-hour recreational program all students were given an opportunity to help take care of the younger students during the lunch period. Several students who volunteered for this work were organized into a Tot Club, which met as a regular extra-curricular group for the study and teaching of recreational activities. Other students helped also during the regular recess and gym periods.

(c) *Athletic Contests.* Each year students who volunteered for work helped with the selling and collecting of tickets at all athletic events. Others had charge of the score board and the seating of spectators.

(d) *Library.* Student librarians were selected for each period of the day to assist the study hall teacher in a study hall-library combination. These students helped other students to find books, charged books, and kept the books in the correct order on the shelves. They were organized with a head student librarian for the study of improved library service.

(e) *Class Organizations.* Each class was organized so that many of the activities of the school could be carried out by students. Classes engaged in many activities to raise funds for various purposes. Plans were made for school and class parties through these organizations. Intramural teams were also selected. Home room programs directly concerned with the operation of the school were given.

(f) *School Clubs.* The school had a number of well-organized clubs that assisted in the operation of the school. The Boy Scouts, in the interests of safety, assumed responsibility for student traffic and school bus patrol.

(g) *Cafeteria.* Students worked in the cafeteria as cashiers and bookkeepers. Some students helped also with the smaller children while others assisted with the dispensing of the food.

(h) *Laboratories.* In the science laboratories students had a part in managing the stock room, checking laboratory experiments, and keeping a record of equipment used.

(i) *Industrial Arts.* The industrial arts instructor has used students as crib foremen, who checked tools as they were issued and returned. Advanced students were given opportunity to assist beginners with some of the work.

(j) *School Entertainments.* For class plays, operettas, and other entertainments, students had a part in preparing the stage setting, advertising, and selling tickets. Committees were also used in the selection of the productions given.

(k) *Assembly Committee.* An assembly

committee composed of representatives from each class and club arranged the various assemblies of the school. This committee, besides scheduling these meetings, discussed types of assemblies that were interesting and worth-while to the student body. Also the outside talent that was presented to the school was selected by this group.

(l) *Publications.* Students had an active part in the publication of the handbook, school paper, and annual. The handbook was a co-operative effort of teachers and students, while the school paper and annual were efforts of the students under the supervision of teachers.

(m) *Class Work.* At times students volunteered to act as leaders during the regular class periods. For example, in a Problems of American Democracy class, students were sometimes responsible for the class. Assignments were made on the topics which were discussed under the leadership of one of the students.

To the above, many other examples of student participation could be given if space permitted. The reader has thought many times that such a program is already in existence in his school; that the above is simply a method to get students to do some of the work of the teacher. Well, that depends on the viewpoint and purpose of those in charge!

Perhaps some are agreeing with what has been said, but insist that their interest is in a definite organization which carries with it executive and judicial, as well as administrative functions. To be sure, many of the ideas included in some form of student government are sound. A student council, though, should be the outgrowth of some preparatory work similar to that suggested above.

The main thesis maintained here is that it is a great mistake to begin such a program with the organization of a student council for the purpose of drawing up rules and regulations, which are in many cases mostly of a disciplinary nature. Suddenly to thrust such responsibilities on the council and expect the remainder of the students to fall in line, in a school heretofore largely teacher dominated, is fatal.

Before a student council or similar organization is formed, there must be a sympathetic teaching force, an informed public, and a student body with some experience in a democratic school life.

The council should be selected in a democratic fashion, with all classes or groups of the school represented. The first activities of the council should be informative in nature, with discussions on the operation of the school and on what can be done to improve

(Continued on page 278)

# An Individual Guidance Record for Home Room Advisors

H. D. RICHARDSON

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IN MANY schools where the home room form of organization exists, the home room unit is likely to be the hub of the guidance program. The home room advisor is often regarded as a guidance "generalist" and, as such, is responsible for knowing better and more intimately than any one other member of the school staff a group of student advisees, the members of a home room group. In his capacity as a guidance functionary, the home room advisor is responsible for knowing the "whole" child, for helping him to make effective and satisfying adjustments to the many diverse situations both within and without the school, for aiding him to formulate and refine progressively appropriate goals, and for assisting him to make plans for realizing them. In short, the home room advisor is expected to know and understand his advisees, and to be a wise and friendly counselor.

It is axiomatic that an advisor must know a student before he can advise him intelligently. Wise counsel is directly proportional to the knowledge a counselor has about the counselee. Similarly, if a student is to become increasingly self-responsible and self-directive, he must come to know himself—his weaknesses as well as his strengths. Only as the student comes to know his interests, his abilities and aptitudes, his shortcomings and limitations, can he adjust satisfactorily and plan intelligently.

How are home room advisors to gain the variety of information that is essential to insightful understanding of the student and his problems? How is the student to be helped to gain an honest and straight forward appraisal of himself? These questions are more easily asked than answered, but an answer is furnished in part through an adequate type of individual guidance record for home room use.

Too few home room advisors have recognized the fact that records are a useful and valuable means for the study of an individual. Too often records have been regarded only as a means for rendering permanent and for safe keeping data which have come from a study of the individual by other means. This static conception of records as the end result in the study of individuals needs to be replaced by the dynamic concept of record making and record keeping as a continuous means by which the advisor may study

the individual and by which the student may study and learn about himself. This idea of records as a means to an end, rather than the end itself, is basic to a functional home room guidance record. The end sought is knowledge and understanding of an individual by the home room advisor and by the student himself. A home room record is a tool, a device, a means to this end, and it is valid only to the extent that it contributes to this purpose. Related to this basic criterion of validity are several other criteria or principles which if accepted and translated into practice would result in a functional record for use by home room advisors.

## ESSENTIAL CRITERIA OF HOME ROOM ADVISOR RECORDS

No matter how simple or elaborate a record is, it is valuable only to the extent that it is used. Usability is the criterion first in importance in any system of records. Usability has a two-fold meaning; it implies convenience and accessibility, and it implies suitability to a purpose. It would seem perfectly obvious that an individual home room guidance record should be one that would find its primary use within the home room. If that is the intended meaning, a home room guidance record should be conveniently accessible for immediate and continuous use by the home room advisor at all times when he is counseling with the members of his home room group. The criterion of usability demands that home room records be kept in the home room. One needs only to check current practices to see that central office records designed in part for home room counseling purposes are infrequently used simply because they are not conveniently accessible when they are most needed.

Given home room guidance records that are conveniently accessible for use, their actual use will depend to considerable extent upon their adaptability to clearly recognized purposes. A home room guidance record may conceivably differ from those kept in the central administrative office, the class counselor's office, the nurse's office, or the office of the attendance officer. It will necessarily differ because a home room advisor's functions differ from those of the administrator, the class counselor, the nurse, or the attendance offi-



cer. The usability of the home room record as a guidance tool cannot be disassociated from the functions and responsibilities of the home room advisor and the needs of the advisees. To expect the home room advisor to perform his functions by means of tools and devices originally intended for other school and guidance functionaries is as reasonable as it is to expect a carpenter to build a house with a set of plumber's tools.

If the home room advisor as a guidance "generalist" must come to know the "whole" child, an individual home room guidance record should yield something that resembles an integrated and comprehensive appraisal of the student. No simple six by eight card with a miscellaneous assortment of superficial information will meet this criterion of comprehensiveness. A record will be needed that reveals significant and related data in those areas of personal developments conveniently categorized as physical and health; interests, preferences, and related activities; personal and social behavior; present achievements; and future plans, ambitions, and goals. The comprehensiveness of the home room record is conditioned by the nature of the individual and his development, the responsibilities of the home room advisor in the guidance program, and the supplementary and accessory records of other guidance functionaries. Closely related to the comprehensive character of the home room record are the twin problems of duplication and time available for record keeping. The problem of duplication is secondary to that of functional use. Better to have duplicated records and maximal use than a single set in cold storage! Time required to make the records is closely related to time desired for the study of individuals. Once the tool quality of records is appreciated and understood, the question of time for record keeping becomes one of the amount of time desirable for the study of individuals. Only within limits can this be regarded as a simple clerical task, or one not deserving of time and effort on the part of the home room advisor and advisee. To the extent that records made and kept become the means for a continuous and comprehensive study and appraisal of the individual student in terms of his rounded growth and development, to that extent is it necessary and justifiable to expect home room advisors and advisees to give time and attention to record making and keeping.

A third essential or criterion for individual home room records is that they be cumulative in character. The very nature of the home room advisor's responsibilities requires a long-term developmental record of the individual. No single cross sectional view or snapshot picture of an individual serves as an

adequate basis for sound counsel and advice. Only after a series of cross sectional studies have been made, extending over considerable periods of time, does anything like a pattern of personal development appear, and major developmental characteristics emerge that are sufficiently stable and reliable for purposes of sound planning and estimating an individual's probable future. Guidance based upon anything short of a comprehensive cumulative record of appraisal data gained from observation and measurement in the several areas of personal development is likely to result in more misguidance than guidance. A cumulative, developmental home room record of a variety of pertinent data approximates a case study of the individual with the added merit of having the data assembled progressively rather than in retrospect. Such a cumulative record of progress and development touching the various areas of the expanding individual personality, provides the one means by which both the advisor and the student himself can come to know and understand the integrated character of development, on the one hand, and the individuality of development, on the other.

An individual home room guidance record is not only a record of an individual, but by and for him as well. A fourth criterion of the home room record then is the extent to which the individual student participates in making, keeping, and using the record. Is the record made by the student or by the advisor? Is it made for the student or for the advisor? Is it used by the student or by the advisor? Need it be either the student or the advisor? Why should it not be by and for both? If both participate, the tool quality of record keeping becomes appreciated and understood by the student as well as his advisor. They both come to see and use the record as a device for better understanding. The student through his participation in making, keeping, and using his record gains insight into his developing personality pattern. He comes to know and understand how information in one area of his development is interrelated with other phases of his development. He sees the implication of one kind of data in terms of other and related kinds. He and his advisor come to grips with the "whole" pattern, and the term "rounded or balanced" personal development takes on increased meaning and significance. The record ceases to be a record for the sake of a record. It becomes a chart of individual development to be reckoned with in setting and steering a course for maximal future development. With such a record the emphasis is on the dynamics of the factors involved and their inter-relations. It is conceivable that



its principal use and value for the student is his making of it. It is his active sharing in the making of the record that gives him experience for using the data intelligently to direct future development. As he participates actively in the making and interpretation of his own record, he acquires a sound basis for becoming increasingly self-responsible and self-directive.

#### AN EXAMPLE OF AN INDIVIDUAL GUIDANCE RECORD

An Individual Guidance Record has been developed for use in the Highland Park and Lake Forest High Schools with the major purpose and the four related criteria outlined above as guiding principles. An examination of this record will reveal the extent to which these principles have been translated into a practical working tool for home room advisors and students. This record is a ten page booklet (for a sample send 15 cents to the author), eight and one-half by eleven inches in size. Page one carries a minimum of identifying information about the student and his family background. (A more detailed record of information regarding the student and his family is provided in an "Entrance Questionnaire" which is filled out by the student and his parents prior to high school entrance.) A brief record of health and physical condition completes the information on page one. This record is supplemented by a more detailed health and physical record in the office of the school nurse. However, certain health and physical data are of such significance in relation to, and for the interpretation of, other personnel data that the home room advisor needs to be provided with a minimum of this information in convenient and easily accessible form in the individual home room guidance record. Attention to this record of health and physical data serves to sensitize the advisor to the health and physical needs of students and to remind him of the facilities and resources of the health and physical education department that may be utilized in caring for these needs.

A record of interests and activities occupies page two of the Individual Guidance Record. This section of the record provides data regarding the individual's interests, attitudes, desires, physical and recreational activities, means of creative expression, cultural experiences, and meritorious achievements. The quality, range, character, and trend of these interests and activities reveal the developing personality pattern of the student. These data are of fundamental significance in the progressive formulation of clearly defined, consistent, and attainable goals that are personally and socially valuable.

On page three provision is made for a

record of personality and character ratings of students on the seven characteristics of behavior included in the Highland Park Personality and Character Rating Scale. Students are rated annually by three teachers. The ratings are recorded on the central office record and on the Individual Guidance Record for use by the home room advisor. The three individual ratings, or the average of the three, may be recorded. A record of the results of self-rating as well as the results of teacher rating may be made. Unreliable as ratings are, they are of some value if based upon observable behavior and if used to focus the attention of the student on the problem of continuous development and improvement in desirable behavior, and the means and resources at hand for acquiring personality and character.

The tentative educational program of a student is charted on page four of the record. This educational plan is subject to change and revision in terms of the developmental data on pages one, two, and three, as well as that to be found on the remaining pages of the record. The detailed achievement record in school subjects shown on page five, the record of relative scholastic competency on page six, and particularly the intentions, plans, ambitions, and goals recorded in the occupational and college guidance record on page seven, are all related and brought to bear on the immediate problem of an adequate educational program.

No single section of the record stands alone. The data in each section have meaning and significance only when related and interpreted in terms and in light of data in each of the other sections. The record is divided into sections only for clarity and convenience. The intended emphasis is on the whole—the integration of all the data.

Similarly, the unique and most valuable feature of the record is its cumulative character. The parallel columns in each section serve to present a developmental picture of a growing personality. The cross-sections alone are inadequate for guidance purposes. It is the individual developing that is important. This type of record serves to present to the individual student and his advisor a comprehensive and continuous developmental record of an emerging personality. Guidance becomes possible in terms of developmental trends consistent with the whole rather than in terms of unrelated fragments. This kind of record is essentially a tool or device for the study and direction of individuals. Much of its value inheres in the making of it by the student himself. It becomes the means for self-appraisal, self-direction, and self-responsibility by the student himself as well as a

(Continued on page 283)

# Scouting and Special Education

**S**couting exists for the sound mind and body of the all-around boy, normally developed in every way, "physically strong, mentally awake, and morally straight," to quote the Scout's own pledge. But the movement has its invaluable contribution also to make to the less fortunate boy, the handicapped boy. Scouting stands for education in the literal sense, the drawing out and developing of latent possibilities in the individual, making him at once happier himself, and better adjusted and more useful as a member of society.

There are Scout Troops in many schools and institutions for the blind, the deaf, crippled, diseased, or otherwise handicapped boy. For these, Scouting is opening up wider horizons, affording new interests and diversions, to the infinite advantage both of the individual boy and the institution with which he is connected.

Perhaps even more striking is the work being done by Scout leaders among juvenile delinquents, individuals or groups with moral "kinks." There are any number of thrilling stories of how the "holy terrors" of a community, its apparently potential "public enemies," have been happily transformed, by a wise and sympathetic scoutmaster and the efficacy of the Scout Movement itself, into law-abiding, purposeful "participating citizens," governed by a new ideal, working toward a new and better goal.

For the mentally undeveloped boy, less has been done until recently. This is partly because of the inherent difficulty of the situation, since complete mental awareness, ability to co-ordinate brain and body efficiently and promptly in moments of emergency, is the essence of the "Be Prepared" of the Scout program. Recent experiments, however, have shown that the mentally slow, erratic, or undeveloped youth, may be stimulated, aided, and to a considerable extent, normalized by judicious application of the Scout program.

As a pioneer in this reclamatory work and, to my knowledge, the most successful promoter of Scout methods and program among subnormal or backward pupils, Miss Myrtle Miller, principal of the Longfellow Opportunity School of St. Joseph, Mo., carries off the palm by way of achievement.

The Longfellow School for Special Education is made up, as its name implies, for children of the city school system who are classified as abnormal in any respect, mentally or physically. Miss Miller decided to try

R. O. WYLAND

*Director of Education, Boy Scouts of America, 2 Park Avenue, New York City*

out Scouting with this group and found it so effective that she is herself amazed at the results, while the Acting Superintendent of Schools of the city, Mr. L. M. Haines, is unqualifiedly enthusiastic over the possibilities opened up by her experiment. "If Scouting had been planned for use in the Special School, it could not be better adapted for that type of work," he declares enthusiastically. "We feel that the Special School in this city is being admirably served by the Scout program, and look for it to play an ever-increasing part, not only in instruction, but also in the building up of a suitable morale."

The course of study in this particular school is conducted on the unit or correlative plan, which means that all subjects taught are unified and connected with some central, practical theme, which the pupils are encouraged to apply to their own environment, habits of thought, and daily experience and conduct.

"Our one aim," Miss Miller explains, "is to teach them how to be practical—to prepare them, in a measure, to meet their fellows more easily, and to counteract the effects of the discouraging theory of survival of the fittest. Certainly these children are handicapped, but through Scouting and correlative education we are able to send them out in the world better equipped and at least on the right track. We believe that, handicapped or not, there is a niche in life for every human being. It is the responsibility of us as teachers to help each of our pupils find that niche—a task which is simplified and aided immeasurably by Scouting, and particularly by its Merit Badge system."

The Merit Badge system above referred to may possibly need interpreting to the uninitiated. The Merit Badges are the electives in Scouting, for which Scouts qualify voluntarily according to taste, interests, inclination, or special talent. The list of subjects covered runs to over a hundred different crafts, activities, and hobbies, ranging from aviation to apiary, pottery to pig raising, sculpture to seamanship. The requirements are both practical and theoretical. They serve not only as temporary constructive interests, worth-while pursuits, but often contribute to the selection of one or more permanent hobbies. In some cases they lead even to the choice of a voca-

tion or the open-sesame to opportunity and adventure, as with young Paul Siple.

Paul, because of his specialization in science and seamanship, as well as other Scout training, was chosen from many Eagle Scouts to accompany Admiral Byrd on his first South Polar Expedition. His training and experience made him the Admiral's personal aid and official zoologist on the Second Expedition, the first person to sound the Bay of Whales, and leader of the Marie Byrd land expedition.

The Merit Badge plan does not claim to develop specialists in any line, however, but it does encourage boys to develop new and constructive interests, discover latent aptitudes, and make practical application of various skills, arts, crafts, and sciences.

The appropriateness of such a program in the education of boys who are hampered by distrust of themselves and who lack practical co-ordination of mind and hand is obvious. Observing sympathetically and carefully what subjects these handicapped lads turn to naturally and what they show skill in, helps the teachers to "classify" them—to make use of the indications, so that their incipient powers may be developed constructively along suitable lines. Of deeper importance even than the educational aspects and value of guiding these boys to genuine self-expression and skill is the corresponding uplift of quickened morale and the planting of fresh seeds of self-respect and hope, which is all to the good in helping each find what Miss Miller calls his "niche."

Naturally not all Merit Badge subjects are suitable for these less developed children, but according to Miss Miller many of the craft projects are ideal for the practical, correlative education she is seeking to carry out. Of these craft projects those most satisfactory are: basketry, bookbinding, carpentry, leather, metal, woodwork, and all other kinds of general handicraft. Printing, first aid, and electricity are also astonishingly popular. All of these subjects require a considerable degree of not only manual dexterity, but also intelligence, patience, thoroughness, and in many cases, real scientific and artistic gifts.

Model airplane building is also a favorite

project for leisure hours, and it is interesting to note that in the last Scout Jamboree many of the models entered were the handiwork of these supposedly subnormal boys, whose planes and gliders showed remarkable manual dexterity and proved practical flying models.

The workshop in the school is the product of these boys' own ingenuity, skill, hard work, and enthusiasm, and no one who examines it would dream that the young craftsmen were anything but rather above the average than below it, higher in brains or practical ability, as indeed, Miss Miller maintains they are in many respects. Three separate, partitioned rooms are triumphs in workmanship and orderliness, as well as in good taste. Benches are old discarded ones admirably reconditioned. Its walls are painted buff and brown, with hand lettered signs over the doors, done in raised woodwork. In completing this project, the Scouts have not only made an ideal workshop but also earned various coveted Merit Badges. They have also increased their store of technical skill, done something immensely worth-while on their own, and added immeasurably to their own self-respect and mental and moral stature. Another step has been taken toward emancipation from the prison walls of ineptitude and inferiority.

The most striking exhibit in the school is probably that of an advanced pupil, Virgil Helmer, who in the course of his Merit Badge work became interested in model making and decided on his own initiative and with only the crudest materials and tools available to make a replica of the St. Joseph City Hall. The project created so much interest that friendly outsiders offered to provide better



Longfellow Troop No. 3, Saint Joseph, Missouri. In the background, the troop's totems and insignia. In the foreground, model airplanes entered in the annual Scout Jamboree, a city-wide affair.



equipment, and Virgil worked on happily and with astounding untaught facility and skill. The result is a piece of work which any skilled artist or craftsman might have been proud to have created.

The fame of the work spread, and the Superintendent of Parks, Mr. W. L. Skoglund, came to look over the replica and its young creator. He was so profoundly impressed by both, that he commissioned the boy to do also a model of the parks surrounding the city hall, including the Soldiers' Memorial and the fountain, as designed by Jacques Greber, a famous Parisian landscape architect and city planner.

What all this may mean in the future to Virgil is at present incalculable. Perhaps he has discovered his life work in a unique and highly specialized profession. It seems probable, considering the extraordinary gifts he has shown in his self-chosen project. But in any case, the success of his undertaking, the recognition it has brought him, has taken him definitely out of the subnormal class, elevated him even if not to ranks of genius, at least to the ranks of super-craftsmanship. He is no longer a misfit. He has found a very real and creditable niche for himself, which without Scout work he would undoubtedly never have achieved.

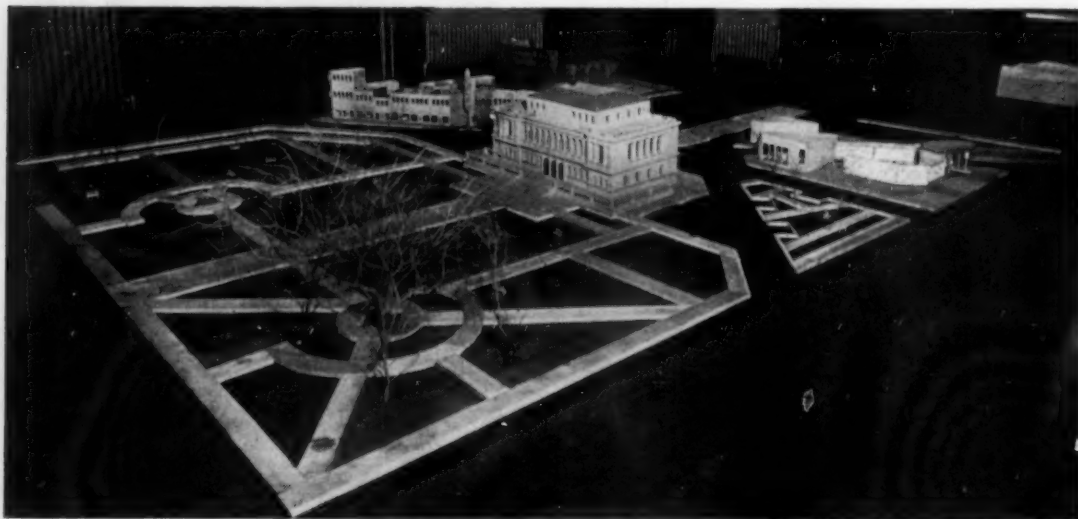
Miss Miller points out the importance of the fact that her pupils go in for Scouting not to please a teacher or because it is demanded or expected of them, but because they desire it themselves, come to it of their own initiative. The Merit Badge program is theirs to choose from according to their own urge or wish, which is in splendid accord with the objectives of special education, since the handicapped child is only too apt to be lacking

in personal ambition and self-confidence as well as in resourcefulness in utilizing leisure hours constructively. It also enriches and lends zest and point to education of the more formal curricula.

Socially and morally also the inclusion of the Scout program is gradually transforming the lives of many of these boys. Proper playground conduct, moral as well as physical cleanness, and cleanness of speech and deed are inherent in Scouting. Once fully grasped, they play a vital part in the outlook of the group as well as of the individual. "The building of a suitable morale" is perhaps the greatest service the Scout program has to render under any condition, and the use of the program in the Longfellow School is highly approved by Rex Gary, the local Boy Scout Executive, who makes sure always that the high standards of Scouting are met in each case and that no boy is permitted to wear the significant Scout Badge unless he is really mentally fit to do so, fully capable of sensing and living up to the high standards demanded by the Scout Oath and Law, which is the crux of the whole business, the cornerstone of Scouting.

Most of us who are supposed to be perfectly balanced and integrated, have also, even as adults, our kinks and blind spots. The physically and mentally normal Scout quite frequently has more or less serious defects of his own, which his Scout work, his Scoutmaster, the compulsion of his Oath and Law, the give-and-take of Scouting, the clear judgment of his peers, and his desire for their respect and liking frequently help him to correct. But perhaps still more, according to Miss Miller, does the boy in the special school

(Continued on page 286)



A student's project showing the Civic Center of St. Joseph, Missouri. In the foreground is an unfinished portion.



# Once the Handbook, Now the Rabbit's Foot

THE recent trend toward school bus transportation in Minnesota has encouraged an increasing number of eighth grade graduates of village and rural schools to take advantage of a high school education. Many families have children in high school for the first time. The high school curriculum is strange to them. High schools have the problem of giving these pupils a picture of high school life. This caused the Wabasso High School to publish a handbook.

Wabasso High School is one of the smaller high schools of Minnesota. It has an enrollment of 190 pupils. It is located in the agricultural district of the southern part of this state. Seventy per cent of the pupils of this high school live in villages or on farms.

Wabasso High School published its first handbook in 1934. Formerly much of the information now included in the students' handbook was given to the pupils during the first week of school. It was delivered orally or mimeographed for their reading. The oral information was soon forgotten, and the mimeographed sheets, because of their inconvenient form, often went into the waste basket.

The first effective suggestion as to the need for a better medium of presenting information to the pupils came directly from a sophomore boy. This boy was a graduate of a rural elementary school. He, like so many of his fellow pupils, had gone on with little or no information concerning high school. He expressed regret over the fact that he knew nothing about how he could become a member of the scholarship honor society, glee club, band, and other organizations.

The height of scholastic achievement in Wabasso High School is recognized by the four-year honor society key. This sophomore boy had missed winning the first year award only because he was not familiar with the qualifications. He told how his knowledge concerning high school procedure had come only by inquiring of his classmates. We were aware then for the first time that reference to school procedure was seldom made after the first week of school. With these facts confronting us, we prepared questionnaires to obtain a basis for appraising the effectiveness of agencies for giving school information for the pupils. The questionnaires returned by the pupils indicated that they were anxious to solve the mysteries of high school schedules, curricula, and organizations.

A pupils' handbook appeared to be a solution to our problem. In order to have a handbook ready for distribution in September,

WALLACE F. SIMPSON  
*Superintendent of Schools,  
Wabasso, Minnesota*

preparations and compilation of material that would make up the book began in the spring. Suggestions were contributed by clubs, classes, musical groups, and teachers. Arrangement and publishing of material at hand was largely dependent on the trial and error method, since at that time it was quite impossible to secure copies of students' handbooks from other small schools. We made frequent use of "Extra-Curricular Activities" by Harry C. McKown, which gave detailed suggestions for handbooks suitable for the large high school. With its help we obtained sufficient material on our level to enable us to publish our first handbook.

The most difficult task in preparing material for the handbook is the selection of information which will be of the greatest value to pupils entering high school for the first time and at the same time for pupils already enrolled. There is always a strong inclination to include too much information.

Our first handbook contained ten pages. It was entirely adequate for the pupils at that time. The number of pages in the latter issues increased in proportion to the increase in the number of activities and subjects offered. The 1939 handbook contains twenty pages.

With the continued help of McKown's book we arranged our 1939 handbook in the following definite sectional headings with subdivisions as indicated:

## 1. General Introduction.

The purpose of Wabasso High School; names of administrative officers; origin of "Wabasso"; a brief history of Wabasso High School; a picture of the school building; our citizenship program; the school seal and its origin; the official school song; an outline of the "Color Ritual."

## 2. Organization of the School.

Reporting absence; tardiness and make-up work; what to do in your class room; lunch hour; noon recreation program; permits to leave; school calendar; reports of pupil progress.

## 3. The Program of Studies for the Entire High School Course.

## 4. Student Organizations and Activities.

Introductory paragraph on the value of participation; music, dramatics, honors and awards, the honor letter point system with a list of activities and points awarded. The con-

stitution of the student council; alumni association, clubs.

#### 5. School Usages and Customs.

How to pass your subjects; election of class officers; rules governing class meetings; explanation of our vitalized commencement exercises; care of your property and ours; a list of school publications and their purpose; miscellaneous information concerning lost and found articles, rest room, and the telephone.

#### 6. Riding on Your Bus.

Suggestions that tend to create safe habits in riding vehicles.

The handbook is concluded with an appeal to students to develop a sense of fair play, with the use of an article by an unknown author, "The Game Guy's Prayer."

We try to write our handbook in a manner that will appeal to the pupils. The vocabulary is on the high school level. The offensive word "don't" is avoided throughout the book. The size of the book is five inches by eight inches. It was chosen after experimenting with various dimensions. It is of the size that appears to be most convenient for the pupils.

In 1936 the name "Rabbit's Foot" was selected to replace the title "Students' Handbook." In order to create a proper pupil interest an award was offered to the pupil who contributed the winning title. The title "Rabbit's Foot" is in harmony with the titles of the other Wabasso High School publications. "Wabasso" is the Objibway Indian word for rabbit. A commercial artist, an alumnus of Wabasso High School, contributed a design of a "Rabbit's Foot," to be used especially on the handbook cover. The devices used throughout the book are intended to give appeal as well as information. We want pupils to have pride in their handbook and to refer to it frequently.

The handbooks are distributed about two weeks before school opens, to both prospective high school pupils and to pupils who have already attended Wabasso High School. The handbook serves two purposes. It gives a preview of high school procedure to the prospective students and serves as a guide for pupils who are attending high school. It is made available in time for pupils to become familiar with it before school begins in September.

The handbook solved the problem confronting our sophomore boy. The pupils in Wabasso High School depend on their handbooks. Pupils are familiar with school traditions early in the school year. School patriotism and school spirit have shown a marked development. The value of our handbook lies in the fact that it is a source of important information whenever pupils and teachers desire it.

## The 'Math' Class Performs in Assembly

JOHN LIENHARD

*Principal and Mathematics Instructor,  
Community High School, South Beloit, Ill.*

Recently, a rather unusual assembly program was staged by the Freshman Business Arithmetic class at the South Beloit Community High School. It was so well received and proved so interesting and educational, as well as entertaining, that it was thought worthwhile to pass the idea along to others. It is here presented with the hope that it may have some measure of merit.

The personnel of this class consists mainly of those students, whose prognostic test score, former performance in elementary arithmetic, and general intelligence indicated that they probably would fail in algebra. Such students are urged to take the practical mathematics or business arithmetic course as freshmen but if their deficiencies are sufficiently corrected, they may attempt algebra when they are sophomores. As a result, the class is to some extent looked down upon by other students, considered inferior, and especially designed for "dummies." The desire to explode this idea and to sell the course to the entire school, as well as the business arithmetic students themselves, prompted this program.

The program consisted simply of a presentation of short methods in multiplication and division. Sixteen members of the class participated. About twenty different processes involving short methods were demonstrated and explained by the pupils on a portable blackboard on the stage. The instructor called on the students one by one, and gave each a particular type of problem, each illustrating one of the many short methods. The program lasted about an hour. The various short cuts ranged all the way from the simple methods of multiplying and dividing numbers by numbers such as 10, 100, etc., to complex multiplication such as,  $52 \times 168$  and  $324 \times 628$ . Some of these methods were incorporated in the text used by the class, but others were secured from another source.<sup>2</sup>

The results and values derived from this program may be listed as follows:

1. The program completely sold the course

(Continued on page 283)

<sup>1</sup> The prognosis test used annually in the school is the Orleans Algebra Prognosis Test published by the World Book Co.

<sup>2</sup> The class is using as a text "Arithmetic for Business Use" by Errvin, published by H. M. Rowe & Co.

# Another New-Type Commencement

IT HAD been evident for some time that the traditional commencement was failing to capitalize our high school's opportunity to demonstrate to the community the accomplishments of four years education in the secondary school. The programs had not been democratic, in that usually only the two students who had the highest scholastic record participated. Their talks too often were not original and did not deal with topics within the range of their experiences or interests. Furthermore, the very nature of the programs suggested a certain finality of education, instead of a continuation along the lines which had been started in high school.

The first thing done toward our new type commencement was to select as a theme, "The High School and the Community." As a working basis for the content of the program, three things followed. First, a study was made of the graduates of the past twelve years. This period was taken because it included the classes that had attended school in the present building. The factors considered were higher education, occupation, marriage, and residence. The results of the study are not pertinent here, except that the information was valuable to show the community the evidence of past experience and to point somewhat to needed changes. Secondly, present occupations were checked with the records of high school courses taken by graduates to see if any relationship existed. The third factor was to classify the graduating class as to their interests in high school.

Six main committees, including thirty seniors and faculty advisers, worked on what they considered the most important points to be presented. Five of these committees were assigned to the curricula of the high school, namely: academic, vocational agriculture, home economics, commerce, and physical education. Each of these committees set about to show something of the purpose, methods, and values of each particular department. The sixth committee worked on extra-curricular activities.

After suitable material was obtained, methods of presenting the material in an interesting manner were undertaken. Since a speaker had been selected for the general topic, "The High School and the Community," the time for each group had to be limited, and so a ten minute period was allotted to each. It was also decided that some variety of presentation should be used, rather than a series of talks. Perhaps a brief description of each division will show how this was done.

KEITH J. PERKINS

*High School Principal,  
Pleasant Lake, Indiana*

The first number was a selection by the orchestra. When the curtain opened, the seniors were seated on the platform. As they were dressed appropriately for their different parts of the program, they had decided the formal march would not be desirable. Programs mimeographed by the commerce department made announcements unnecessary.

The academic group presented the summary of a mock trial entitled "The High School versus the Academic Curriculum." A student representing the prosecution accused the defendant of having wasted four years in taking an academic course. The lawyer for the defense showed the value and necessity of such a course for students who continue their education. The judge summarized the case by attempting to evaluate the content and the method of presenting the academic subjects.

The agriculture committee was introduced by a boy who explained the importance of this subject to a rural community. The four boys, two of whom were supposed to be playing checkers, represented this committee preparing their part for the program. In doing so, they brought out what they considered most important in their four years of vocational agriculture. They emphasized the importance of testing seed corn, soil, and milk—the testing services which this department renders to the community.

The next group was one of five girls who had majored in home economics. They were dressed to represent the home-maker, the domestic worker, the nurse, the beauty operator, the teacher, and the 4-H leader. Each of these girls presented material to show how the subject matter and project work of home economics contributed toward those occupations.

Following this skit, fifteen seniors who had been members of the high school chorus sang. This added variety and also helped to show the value of music.

The physical education committee presented a radio sketch. An announcer interviewed four boys on the values of physical education, health education, safety education, and sports—both inter-school and intra-mural. This number proved to be one of the most interesting of all.

The commerce committee presented a short



play which demonstrated the uses of typing, bookkeeping, and commercial law, especially for the rural community. Preparing a gross income tax return, typing a letter, and discussing a question over property rights served as examples to show the invaluable training of the commerce department.

Five students from the committee on extra-curricular activities demonstrated a representative week at Salem Center. Each took one day of the week and explained the activities which usually occurred on that particular day. To represent this more concretely, five sheets of cardboard were lettered with the activities of the five school days. Some of the activities listed were: orchestra, chorus, athletic clubs, school paper, F.F.A., home economics club, Girl Reserves, home room programs, and assembly programs. Art work on display in the corridors and auditorium was referred to.

At the conclusion of the contribution made by the class, the speaker, Dr. D. F. Hall, from the sociology department of Purdue University, gave an address on the importance of education for the rural community.

The program was a unique experience for the school and the community. We believe in the educational value of such a program for the student and in the opportunity it affords to demonstrate the work of the school to the community. We cannot over-emphasize its advantages over the traditional commencement.

## A New Use for Regional Basketball Tournaments

WALLACE CROY

*Principal, Maryville High School,  
Maryville, Missouri*

Management of one of Missouri's regional basketball tournaments includes many and various duties. The regional board of three members consists of two representative administrators from participating schools and one local schoolman, who is usually appointed chairman. It falls to the lot of the chairman in most instances to provide for ticket salesmen, doorkeepers, locker supervisors, etc. Last year, with the permission of the various committee members, Maryville tried out a new plan.

The chairman went to the business training class, who had expressed an interest in the project, and explained the necessary details that needed to be carried out in order that a satisfactory tournament might be held. At the end of his talk, the teacher and the

class asked questions for the remainder of the period, thus clarifying needed points.

The work was divided into unit problems, so that the individual members might take part in the work for which they were best fitted. The girls worked in the ticket booth in pairs. The boys took care of the two gates, and supervised the dressing rooms and shower rooms. No group of students worked longer than three hours. An accurate statement and check of tickets and receipts was made up by the group going off work.

In addition to the regular routine, added emphasis was given the class by the teacher, concerning those factors that might be used in pleasing the patrons of athletic events.

The tournament was a success. Every detail was looked after by these students. On Monday following, a complete statement was made up by the group and sent to the principal's office. The principal checked over the report and sent it back to the class the next day with the proper state forms to be filled in. School men who have made out these state forms in Missouri know that the receipts are pro-rated to each school on the basis of games played and miles traveled. This involves much detailed figuring. Each item was carefully checked by a number of students. The report was made up in triplicate quickly and accurately.

This plan was very interesting to the students participating. It worked so well that the same method was used in our annual county tournament. The townspeople liked the idea and went out of their way to cooperate with the students. We feel that tournaments can give actual laboratory work to business classes. If Maryville is again selected for such contests, we plan to give the entire business of advertising and management to the students. The faculty committee provided would then only need to act in a supervisory capacity. We have watched it work, and believe the idea is worth passing on to others.

To the questions that so many are now asking, whether democracy really does work, whether it is not hopelessly inefficient in the modern world, the answer is that, like Christianity, it has never been tried. There have been experiments in political liberty with economic vassalage; there has been one attempt to economic equality with, however, only the rudiments of political freedom. If democracy is not to be crushed under the steam roller of totalitarianism, it is high time that we make, right here and right now, a real experiment in the way of a civilization where a decent life for all the citizens is actually and completely the first concern of the state.—*Bruce Bliven in "The New Republic."*



# State Pageant Scores Hit

FRANK O. MCINTYRE

*Instructor in English Department,  
Fairbury High School (Nebraska)*

THE historical pageant, "My Nebraska," written and directed by Robert L. Pullen, Fairbury High School speech instructor, was presented as a climax to our local "Education Week" activities on May 6 of last year. The pageant was presented as a matinee to the rural pupils, teachers, and patrons who had gathered in Fairbury for "Education Day." In the evening, an audience of eight hundred witnessed the spectacle. No admission charge was made. The cast included more than 150 Fairbury High School students.

The pageant opened with the call of the trumpeters, followed by impressions of Nebraska written by Governor R. L. Cochran and A. E. Sheldon. Especially pleasing to the appreciative audience was the opening scene, in which kindergarten youngsters of West and Central Wards, appearing as rabbits and flowers, greeted the dawn of creation. Soft flute music provided the musical background for the scene. Following the prologue, parting curtains of the tableau stage revealed a senior boy and a senior girl, who sang "Indian Love Call" in Indian costumes, with an appropriate Indian tableau setting.

Episode II of the pageant showed "Nebraska Under Four Flags." Spanish dominance was portrayed under the claim of Coronado and a Spanish soldier. The English claim revealed five "pilgrims," with a pilgrim pastor delivering an impressive prayer. France was represented by LaSalle, a French soldier, a priest, and an Indian. Under the United States, the tableau stage revealed one of the outstanding scenes of the production—President Jefferson signing the Louisiana Purchase before Monroe. Then came the Lewis and Clark expedition, depicted by four students.

Historical Nebraska was covered in Episode III. In the opening scene, the "Land of Indian Conflict" was portrayed by two boys and two girls, who appeared as Indians, grief-stricken before the dominance of a scout and a soldier. The "Land of the Open Trail" was the next portrayed. A senior appeared as Captain James Cook, with four range-riding cowboys. Appropriate music was furnished by a vocalist with guitar accompaniment. Sixth and seventh grade pupils delighted the audience with their lively interpretation of the Oregon Trail period. With a covered wagon in the background, members of the group participated in a quadrille to the accompaniment of hand clapping and harmonica music.

A slave owner with three Negro slaves effectively portrayed the days of slavery in

Nebraska. The Civil War period was represented by a Confederate soldier and a Union soldier clasping hands, with Abraham Lincoln in the background and a kneeling slave in the foreground. The granting of the first free homestead in the United States was depicted by a student appearing as Abraham Lincoln and another as Daniel Freeman. In the next scene, a junior appeared as President Andrew Johnson. He read the proclamation which made Nebraska a state. A group of boys with picks, shovels, and railroad ties formed the scene for the establishment of the Union Pacific Railroad in Nebraska.

Of course, Arbor Day could not be forgotten in a Nebraska program. Following the appearance of a senior boy who gave the "tree planting" resolution introduced into the state legislature by J. Sterling Morton, a senior boy sang Joyce Kilmer's "Trees" as he and a senior girl were presented beneath a blooming peach tree. A portion of the famous "Cross of Gold" speech was given by an impersonator of William Jennings Bryan. Marching soldiers introduced the World War tableau, which revealed a kneeling mother, with a nurse, a sailor, and a soldier in the background.

Episode IV introduced the Nebraska state bird, flower, seal, and flag; which were vividly described by students.

The grand finale, which showed members of the girls' glee club attired in formal gowns and grouped to form the outline of the state of Nebraska while singing "My Nebraska," was an appropriate climax to the beautiful pageant. A tribute to Nebraska written by Mari Sandoz for the occasion followed. As a fitting conclusion, there appeared the United States flag and the Nebraska flag, then the singing of the "Star Spangled Banner."

Musical effects for the pageant were furnished by a student pianist, a student flutist, a student cornetist, and a student drummer. Paintings of the meadow lark, golden rod, and state seal were prepared by two junior boys.

The following quotation formed the preface to the program for the pageant, and was written by Superintendent Scott:

"We feel it is worth-while to present any production that offers a large number of pupils an opportunity for direct participation, especially if in the process of participation the pupil is subjected to vital informational materials. We believe the pageant which we are presenting affords such opportunity and

that its presentation will be a credit to this school. We also believe its value will be enhanced, due to the fact that it is the production of one of our own faculty members. We hope we will be able to give you a vivid picture of the historical development of our state and that you will enjoy this presentation."

## Credit or No Credit-- Intramural Athletics

RAY HANSON

*Director of Physical Education and Athletics,  
State Teachers College, Macomb, Illinois*

There are several reasons why credit should not be given for intramural athletic participation in high school and college.

1. Many physical education teachers in high schools and colleges are doing a poor job of teaching physical education. Pupils are not learning a wide variety of skills in a number of activities. It would be a mistake to allow credit for intramural athletic participation to individuals who have not developed abilities in activities to the point at which participation is satisfying in a number of games and sports.

2. In many schools and colleges there is little or no supervision of intramural athletics. We talk rather glibly about the objectives of intramural athletics but do very little about making efforts to realize them. One would not expect credit for an activity in which there is little or no teaching.

3. It would be a mistake to substitute intramural athletic participation for required physical education on a credit basis, when it is quite generally agreed that most individuals do not have the opportunity or do not participate daily in physical activity. That is to say, required physical education classes meet only two or three times a week in many schools.

4. If we were to give credit for intramural athletic participation, upon what basis would grades and credits be awarded? We have been trying for many years to arrive at a satisfactory grading system for physical education and do not have a fundamentally sound one yet.

5. If it is true that school experiences should be similar to those which the pupil will have when he leaves school, there is no justification for giving credit for intramural participation while the pupil is in school. He will not receive credit when he leaves.

Arguments in favor of credit:

(A) Certain types of individuals might participate if credit were given—

1. Those students who have not developed habits and favorable attitudes toward sports participation.

2. Those students who are socially maladjusted and need mixing in social groups.

3. Those who are inclined to over-emphasize the academic side of school life.

4. Those who, because of limited financial resources, have outside interests and who, without the probability of securing credit, would prefer miscellaneous duties to intramural sports participation.

5. Those whose competitive spirit has been aroused by learning about credit having been received by others.

(B) After students have developed skills in games and sports it is educationally unsound to require them to take further instruction unless such participation is to make sure that the individuals obtain needed physical and social activity. If such activity can be satisfied in a supervised intramural program, why not award credit? There is a trend toward more elective work, particularly on the higher levels, and in the intramural program pupils can elect the activities in which they want to engage.

If there is good teaching in physical education classes, a diversified intramural program, supervision, and good officiating in intramural athletics, we do not have to worry much about the credit problem. Students will participate in large numbers, if that is done. To accomplish this, larger staffs are needed or physical education teachers should have the co-operation of other faculty members. We must sell our superiors on the need for personnel to make the program function as it should.

Statement: Two of the leading authorities in America have corroborated with me in these statements—Carl Nordley, University of Minnesota, Minneapolis, Minnesota, and Harold Lowe, Columbia University, New York City.

A century or two ago, when the pace was slower, society was able to teach the young enough to last them throughout their lives. Today the road to learning must be kept open from youth to old age, for the very safety of our national life is at stake.—Hughes M. Blowers, California State Department of Education.

"Nothing is so contagious as enthusiasm . . . It moves stones, it charms brutes. Enthusiasm is the genius of sincerity, and truth accomplishes no victories without it.—Bulwer.

# Texas Singing School

EVERETT GILLIS

2723 Avenue E, Fort Worth, Texas

IF YOU sing a good rolling basso, you'll be welcomed at a Texas Singing School. And if you know how to pitch a tune and to swing your singers along with a thumping rhythm, you'll be welcomed, too. And, then, if you like to sing well enough to do it for half a day at a stretch—until you honestly earn the well-meant epithet, "a singin' fool," you'll receive a welcome that has the whole of rural Texas' hospitable heart behind it.

All over the great area of rural Texas people like to sing. In every farm community, especially throughout the winter months, the people gather on Sunday afternoon at the school house or the church for "singings." In communities having no preaching, or only fourth-time appointments, Sunday night, as well, is a favorite hour for a get-together.

All a group needs in the way of equipment for a singing is a piano or an organ, song books, and two or three strong voices to "lead out"; the crowd is sure to furnish all the enthusiasm necessary for a successful hour. Occasionally the people of a community come together for an all-day singing. Sometimes it is sponsored by several communities, and held at a central location. Usually a half-day or an all-day singing culminates the community Singing School.

A Singing School itself is rather a special institution, both in its structure and in its leadership. It is a school of a week or ten days duration, the purpose of which is to provide a period of training in sight reading, part singing, and music theory, and of giving direction to individual talent. It exists today parallel with the regular music courses offered in elementary or high school curricula. The school proper is presided over by a special singing master, rather than by the local teacher who leads the youngsters in the regular school session.

This singing master is a unique individual in his own right. He is often an itinerant who travels among the various communities of the rural districts holding schools. He arrives on the scene generally once a year, either by appointment or on his own initiative, and engages himself to hold the school. The master's knowledge of music may be more than rudimentary, but he can get along well enough with a bare knowledge of music principles. His equipment is rather simple, consisting merely of a pitch pipe or tuning fork; a talent for hitting the right keys on an organ; and a blackboard. His chief pedagogic talent and stock in trade is a resonant voice

with which he can assist faltering beginners in carrying the proper part. He is usually a good mixer, with a good personality and a ready public poise.

In the early fall of 1937, while engaged in rural work in Central Texas, the writer came in contact with a Singing School in a country community. It lasted one week and was conducted by a traveling singing master. Since in most respects this school is typical of others in the state and the Southwest, a detailed study of it will give a good conception of the Texas Singing School.

Although this School began while a local revival meeting was in progress, it got off to a good start. The first night a number of youngsters and a few adults showed up and placed themselves in the capable hands of the singing teacher. This person was a middle-aged man with a bald head, stooped shoulders, and a slender form. He had a good voice, however, and went about organizing his school in a business-like manner. Out of the group present he found some fair basses, a few quavering tenors, and a number of girls who could sing alto or soprano. One of the basses was not always certain where his voice was going, but managed most of the time to make it stick in the lower register; so the master let him stay in that section.

The teacher began his job by teaching parts by rote. He drilled his pupils persistently through the first part of the week. In this type of work he was rigorous, standing over his groups with a firm hand. On the second night he made a bashful little alto practically weep as she struggled under his glare; but when the melody dawned suddenly on her and she sang out lustily, he clapped his hands and complimented her so enthusiastically that she fell in love with him.

So during the week the school went on. Each evening in the pleasant Indian Summer weather, after chores and night work, wagons and cars collected at the school house. When the revival meeting closed, the crowds increased. Each night the teacher continued to contribute to his pupils' musical knowledge and to keep them at rote memory. Toward the latter part of the week the pupils began to master some of the intricacies of music, and when the singing began to take on a firmer tone, the teacher set them to sight reading. They made good progress, and by the end of the school had advanced to a point where they could sing most of the songs in the book with very little trouble.

The song book which this group used is



typical of other Singing School groups in the state. A Singing School song book generally contains a type of music technically termed "gospel song." Many of the songs appearing in the books, however, are decadent forms of this type. The poetry of the verses is rarely of a high quality, sometimes sinking to the level of religious doggerel. The thought of the songs is prevailingly sentimental, and its ordinary appeal is to the emotions rather than to the intellect. As to its music, the Singing School song is relatively simple in construction and harmony, and characterized by a swinging rhythm and catchy tune. The time is marked by a lively tempo, which is often modified by syncopation and special performances of individual parts. The whole piece is definitely conducive to foot-patting.

The School culminated on Saturday with an all-day singing. That morning the singing teacher arranged special benches in the front of the schoolroom for his pupils—the choir. In the regular school desks sat those people who had come to the singing only to hear. Every available inch of space was crammed. These people were not ashamed to declare that they enjoyed hearing good singing, but many of them couldn't carry a tune.

When the teacher called attention, the buzz of conversation ceased. After a short speech of welcome, the leader carried his choir through a couple of songs, just to warm up. Then he announced that young Johnny Jones, for the first time in his life, would lead a number. This Johnny, a tall young buck of sixteen, with yellow hair plastered down with grease and with fair skin generously freckled, slowly unwound himself, and stood up. Almost the whole week he had been practicing this particular piece in order to make a good showing when it came his time to lead. The organ having sounded a chord, Johnny started tentatively, but his voice slipped into an unexpected falsetto. The ensuing laughter scorched his face and he began to swallow painfully. He managed a sickly grin, and then, getting his voice better, launched off on the tune with a first-rate baritone. The whole school joined him with a good will. After Johnny's tryout other beginners had occasion to "show their stuff," to prove that they had come of age musically, and hence were capable of leading in a singing.

After a few minutes pause for a "breather," the teacher again took the floor and asked an old timer to step forward and lead any song he might choose. A slender man with an Adam's apple too large for his skinny, sun-tanned neck, strolled to the front. In a startling, deep basso he called his number and rumbled out in the lead. One could appreciate his choice, for the song gave a prominent

place to the bass part, which rolled out with such force that the whole house seemed to shake. As one fellow whispered to another, "the tenors and the women's voices just had to take a back seat on that one."

In such a manner the morning wore on. As a past master of singing, the teacher manufactured variety by calling for quartets, trios, and solos, with numerous combinations of voices. In a dozen different ways he saw to it that the people were entertained until dinner time.

After the big country dinner under the trees, and an hour to recuperate, the group returned to the school room. The afternoon session in its outline was the same as the morning. An extra special number was furnished by a man and his two daughters—a party that "dropped in" on the singing. The master announced them as old friends of his, who hadn't missed a singing held in the radius of seventy-five miles in the last ten years. The singing closed about 3 o'clock. In the bustle of departure, loud talk, laughter, and last minute gossip, one of the men of the community went around and asked for donations to pay the master for his work of the week. With the money in his pocket and a promise to come back again, that individual climbed into his rickety '28-model car and clattered off down the road. The annual Singing School was over.

Perhaps the most fitting conclusion that can be made in regard to the special type of activity that has just been described is to re-emphasize the fact already stated that people like to sing. The universal element of song is manifest in other forms, but nowhere so graphically as in this simple, homely activity that gives everyone a chance to express himself in song.

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There is an ever-growing need for a returning code of idealism, courage, and faith in humanity among everyday people, who are gradually becoming weighed down in spirit through the depressing news of the ills and horrors afflicting the world of today. It is a fearsome panorama; a spectacle of abandoned ethical standards, of cruelty, materialism, and cynicism on the rampage. Antidotes are sorely needed; tales of homely, cheering, honest deeds, too rarely printed, and positively news owing to their infrequency, in contrast to the familiar horrors of war, murder, persecutions, perversions, suicides, defalcations, bribery, and graft.—*Louise DeWetter, Brooklyn, N.Y.*

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*School Assemblies* is the title of a 39-page bulletin published by the Association for Childhood Education, 1201 Sixteenth Street Northwest, Washington, D. C.



# Financing the Yearbook

GILMORE C. AARESTAD

*Publications Advisor, Central High School, Menomonie, Wisc.*

ONE of the major problems facing several hundred Wisconsin yearbook advisers just at present is that of properly financing the school annual. Books that are published under economic circumstances that weigh heavily on every club, organization, and class in school do not justify their existence.

From a study made last summer of 396 yearbook financial reports sent to the National Scholastic Press Association at the University of Minnesota it was possible to discover the most practical plans, methods, and suggestions for successful financing. The analysis of the 396 replies revealed that there is no reason why any adviser, experienced or unexperienced, should assume that an annual is a nine months' headache.

In the first place, the general adviser will be extremely benefited if a financial adviser is appointed. The advising of the actual editing entails enough work for any teacher without the additional problem of financing.

The next step is logically that of building a budget and working within that budget. In budget planning one should try to ascertain as accurately as possible the minimum income which can reasonably be expected. A careful analysis of local printing costs, photography, and engraving will assist materially in the best possible distribution of this revenue.

A study of the financial reports of the annuals of your school for the last year or two is also worth-while. There will be revealed what in the past have been the best and poorest sources of financial aid. Every means of money raising on that report should be studied to decide whether it can yield more, less, about the same, or if it should be dropped.

Enrollment fluctuations from year to year are worthy of serious consideration. If your school gained 100 students, your sales should increase. If your population decreased 100, the answer may be greater sales pressure and more money from other sources.

Before the eyes of the adviser should be the exact enrollment of each class. Regular checking of subscribers by classes will denote the information as to which classes are actually backing the book and which groups are half-hearted in their efforts. Proper use of this information should result in the sending of the most alert, stimulating salesmen after the students who are able to subscribe but have neglected to do so.

The two greatest factors in obtaining funds are subscription sales and advertising. In school systems where no advertising is al-

lowed, the monetary question becomes more acute.

Too many staffs appear to be content with only a fair percentage of subscribers. Perhaps the emphasis placed on other methods of enlarging revenue is the reason for this attitude. The absolute minimum of subscribers with which a staff should be satisfied should be 75 per cent of the total enrollment.

One of the most popular methods of increasing subscriptions is the installment plan. This device has, in many cases, been the resuscitation of the yearbook. Although the method is flexible and variable, a customary set-up calls for 10 cents a week for 15 weeks. This plan has been used with great success in our system. With variations and localized adaptations, this method appears to have been universally a boon to good financing. Introduced primarily as a means of beating the depression, many schools have retained the small down payment method.

Regardless of size of school, sales will jump if "personal solicitation" is used. When sales commence to lag, each student should be contacted personally at least twice or even three times a year. A sales source frequently overlooked is the faculty. Definite salesmen in charge of teacher subscriptions will usually result in a 100 per cent backing.

Another interesting fact revealed is that in many junior-senior high schools or four-year high schools underclassmen support the yearbooks the least.

By laboring under the assumption that 7th, 8th, and 9th graders are not as interested in the yearbook as are upperclassmen, many staffs pass up a means of revenue that could easily be enlarged. What does the staff stand to lose if it offers, early in the year, to photograph special junior high school functions provided that 50, 60, or 75 per cent of the underclassmen subscribe? Why not increase sales by devoting a special snapshot section to junior high people?

A second basic source of income is advertising. Entry replies from schools of all sizes indicated that here the revenue was heavy. The answers seemed to suggest that in many instances the income was so large that to have been without it, would have been disastrous.

If the merchants refer to yearbook advertising as "dead" or "charity" advertising, the fault possibly lies with the staff. Annual advertising that is to be retained year after year must be vitalized. What merchant will be re-

luctant to advertise when he discovers his ad will be run with a half-tone showing several high school lads looking over his stock? Action shots with lively, breezy copy have made that particular section of many books as readable as any other part.

More funds are available by taking certain measures for economy while planning the books. First, eliminate all material that might be deemed unnecessary—baby pictures, humor sections, and literary departments. Opening sections can be cut from 8 to 4 pages. Written material can be condensed. Considerable money can be saved by reducing engraving plates from 5in.x3in. to 4½in.x2½in., or from 5in.x7½in. or 5in.x8in. to 4½in.x6½in. By mounting more individuals on a panel and by using stock inserts or less elaborate division pages or even eliminating the division pages entirely, much can be gained. Ephemeral matter like class wills, prophecies, and similar copy can be consigned to the school paper.

Good financing also means the saving of money wherever possible. How many schools realize that 1, 1½, or even 2 per cent discounts are frequently allowed by business firms when bills are met promptly? A 2 per cent discount on a completed annual that costs \$600 means \$12 with which to bolster next year's budget.

According to the N.S.P.A. reports, the incidental ways of raising additional funds are multitudinous. Dances, plays, carnivals, magazine sales, activity tickets, candy sales, and card parties were a few of the more common devices used.

The greatest significance revealed by these replies was that too many schools were sponsoring numerous activities that netted small or meager profits. This means much energy is being expended on schemes that failed to give substantial returns.

Instead of trifling with pencil sales, candy sales, nickel "matinee" dances and the like, why not promote and publicize one or two major benefits? An all-school dance—well advertised throughout the school and community and open to students, parents, and alumni, has been known to yield over \$100 in profit. Such an affair could well be developed into a major function of the year. Hence, it is financially desirable to concentrate all enthusiasm and effort on one or two major benefits that are almost certain to yield sizeable profits.

The following chart is self-explanatory and reveals in exact terms schools in various enrollment classes that either successfully or unsuccessfully finance their annuals.

#### CO-EDUCATIONAL SCHOOLS

##### 1. SCHOOLS SHOWING PROFITS:

Sch. Enroll.	Tot. Schools	Profits	Range of Prof.
200-499	85	67	.05-\$347.50
500-900	109	78	.09-\$272.00
900-1500	93	72	.64-\$416.16
1600-2499	76	61	\$3-\$533.19
2500-up	33	28	\$2.25-\$1225

396 schools 306 schools

#### CO-EDUCATIONAL SCHOOLS

##### 2. SCHOOLS SHOWING LOSSES:

Sch. Enroll.	Tot. Schools	Losses	Range of Loss.
200-499	85	13	\$17.17-\$176
500-900	109	13	\$5.00-\$247
900-1500	93	11	\$14.00-\$874
1600-2499	76	7	\$68.00-\$218
2500-up	33	3	\$196.24-\$351.47

396 schools 47 schools

#### CO-EDUCATIONAL SCHOOLS

##### 3. SCHOOLS WHOSE REPLIES INDICATED NO PROFIT AND NO LOSS

Sch. Enroll.	Tot. Schools	Number reporting no profit and no loss
200-499	85	11
500-900	109	18
900-1500	93	8
1600-2499	76	4
2500-up	33	2

396 schools 43 schools

These replies point out clearly that it is possible for the smallest school that publishes a yearbook to stay out of the red when financing is sound. Careful, analytical, intelligent planning is essential in all cases.

## Scottish School Nature Club

JASPER B. SINCLAIR

San Francisco, California

Nature clubs formed for study in and out of the classroom are not a recent development, of course. It may be interesting, though, to observe the methods in force elsewhere along these lines.

George Watson's Ladies' College, in Edinburgh, is one of the most famous of Scottish schools for girls. Back in May, 1910, they founded the "George Square Nature Club" for the "Study of nature in its widest aspect, and the furthering of a spirit of greater friendliness among its members."

Membership was not compulsory in the club, but it began with 112 members, considerably increasing that total in later years. At the outset it was impressed upon the club that the assistance of every member was required. The girls were urged to take an active part in reading short papers, by recording observations, by making collections and in every other possible way.

Many trips have been made by members for the study of pond life, sea-shore life, plants in their various habitats, the forma-

(Continued on page 273)

# Hand Puppets in the Auditorium Class

**T**HE hand puppet show can be made a valuable speech unit in the auditorium class. Hand puppets are simple; they are effective in improving student speech and student co-operation, and they provide enjoyable programs.

*Simplicity.* Auditorium projects, though teacher directed, should be pupil executed. This means that simplicity is essential, and nothing could be simpler than a hand puppet.

The forearm and three fingers constitute all the mechanism of the hand puppet. It has a hollow body, hollow head, and hollow arms. The forearm of the operator is inserted in the body, one finger is inserted in the head, another finger in the left arm, and a third finger in the right arm. Puppet body movement is controlled by the forearm, and head and arm movement are controlled by the fingers. Because of this simplicity, hand puppets are preferable to string marionettes for the auditorium class, even though string marionettes have fewer limitations from a technical standpoint.

Manipulation of hand puppets is simple enough that almost all the attention may be given to speech rather than to the mechanics of the apparatus. And even grade school children can with very little practice give an adequate performance without the participation of the teacher. With string marionettes, speech work cannot be allowed to interfere with manipulation problems, and adequate performance is generally dependent on teacher participation in the show.

The construction of hand puppets and their

MILDRED FUTORANSKY

Auditorium Teacher, Heronville School,  
Oklahoma City, Oklahoma

theatre is so easy that the auditorium class can handle the entire project, whereas string marionette construction is a project that properly belongs to the art class. Then, too, the hand puppet theatre and properties can be made to collapse into a very small unit—a feature that is particularly advantageous in traveling. Ten minutes time will suffice to set up or knock down the theatre and properties.

*Speech Improvement.* In puppet work, the student speaks from behind the backdrop rather than in front of it. He has to overcome the psychological obstacle of the backdrop and get his voice across to an audience that cannot see him. This naturally brings about a rapid improvement in his enunciation, articulation, and voice projection. Improvement in the student's grammar will also be noted. He feels a certain responsibility to his puppet and tries hard to keep it from being defiled by bad grammar.

The student is not compelled to devote attention to his stage presence at the expense of his speech work. He sits comfortably in his chair behind the puppet stage and concentrates on speech. (The comfort of the student is a factor which makes the "table-height" stage preferable to the "high" stage.) And if he is timid, the backdrop protects him from self-consciousness.

*Co-operation.* The production of a puppet show is a very effective means of developing co-operation in the auditorium class. The class can be divided into four construction groups: puppets, costumes, properties, and backdrops. The interdependence of the several groups soon becomes apparent to the students. They learn that the work of any one group is valueless without the work of all the others. Co-operation becomes a reality and not a preachment.

*Programs.* Although the presentation of programs is not the primary function of the auditorium class, programs are naturally developed as the result of the regular class work. It is fortunate that this "by-product" is available, because it must be recognized that various organizations in the community expect the auditorium class to provide them with programs. The puppet show is helpful



Backstage with the Puppets



there. It affords great possibilities for clever entertainment. Adults as well as children enjoy puppets.

**Subject Material.** The subject material of the puppet show is as extensive as the field of the auditorium. Favorite children's stories are effectively handled. "Little Black Sambo" and "Hansel and Gretel" are tales that I have particularly enjoyed using. Original ideas for playlets often come from the students.

**Student Appeal.** The puppet show has a place in the auditorium class because it is so attractive to the students. It holds the undivided interest of every child during the entire class period. Just as bad taste is no longer considered a guarantee of the efficacy of medicine, so student discomfort is no longer thought to be the prime requisite of education. The children look on puppetry as play, not work, and that makes an ideal situation for the teacher.

#### AN AUDITORIUM CLASS HAND PUPPET PROJECT

I spend approximately six weeks of each semester on a puppet project. First, I select a sixth grade class and discuss the subject of puppetry with them in a general way. After reports on the history of puppetry have been

made by the students, we decide on a story for dramatization and have a class discussion on characters and properties. Then the class is divided into four construction groups: puppets, costumes, properties, and backdrops.

As each puppet is completed, it is passed around the class so that the students may handle it and "pick up" the technique. In a surprisingly short time, the manipulation of the puppets becomes "second nature" to the students and therefore does not interfere with their speech work when the show is presented.

Although it is possible for a student to manipulate a puppet on each hand, it is desirable to allot only one puppet to a performer. In this way, more students can participate at one time, and none of them have to concentrate on more than one character at a time.

The dialogue is never memorized. The students simply go over the story until all of the speeches are well in hand.

Thus, unit by unit the play is developed, just as in creative dramatics. Each child in the class participates in producing the show, and each child gets an opportunity to be a puppeteer.



Mildred Futoransky Observing Her Puppets

# The Necktie Cover-Upper Program

**T**HE Necktie Cover-Upper Program" is a burlesque of a radio show. As it requires nothing but room for the actors and a dummy microphone, it can be done anywhere. It can be worked up in an hour. As it is customary to read from a script in a broadcasting studio, the actors don't even need to learn their lines.

This sketch was originally produced as the first act of a full-length vaudeville program, "Sailing, Sailing." The original production used, in addition to the actors, two sound effect men presiding over a table littered with their paraphernalia, and a small stage band consisting of piano, cornet, clarinet, and drums, but the band is unnecessary. A broken-down phonograph would do quite as well.

The sound effects are easily made, and the way they were done in the original production is by no means the only way the effects can be had. For the rain effect, the two sound effect men rushed to the microphone, each carrying a bucket. They poured water back and forth in deadly earnest. The wind was produced by a standard wind machine—a revolving cylinder under a strip of canvas. The shots were made by a length of pine board to which had been fastened a short rope. The operator put his foot on the board. When he released the rope, BANG! The crashes were done by dropping a bushel basket half full of tin cans. On the mob scenes, everybody started reading his script at a different place. No doubt better ideas will occur to each director as he works out the script. The only essential is that they be funny to watch as well as effective in giving the desired sound effect.

\* \* \*

Cast: Announcer

Sherlock Von Home-on-the-Range

Watsis

Lady Snitchpiffle

Sound Effect Men

Musicians

The Time: You guess.

The Place: A broadcasting studio.

Announcer: QUIET! We're on the air! (Bugle call)

Announcer: (shouting) THE NECKTIE COVER-UPPER PROGRAM! (Band plays about four bars of "Stars and Stripes Forever")

Announcer: The Necktie Cover-Upper Company, Inc., is on the air with fifteen minutes of music and laughter, bringing a

B. H. BYERS

Cedar Rapids, Iowa

message of joy into the heart of every man who ever received a Christmas necktie! Tonight Necktie Cover-Upper, Inc., presents another in its famous Murder Mansion series, featuring such stars as Leslie Tower (chord in B flat), Lily Pond (chord in C), and Dick Pow Wow (chord in D). Remember, there is a Necktie Cover-Upper to fit every tie! Men! Wear those Christmas ties! Conceal them with genuine Necktie Cover-Uppers, sold at all the better clothing and department stores. And ladies! Include Necktie Cover-Uppers with this year's gift ties and save your father, brother, or sweetheart the usual embarrassment that accompanies the Christmas season. Be modern! Be up-to-the-minute! Buy Necktie Cover-Uppers at your favorite haberdashery. And now on with the show. Tonight we visit the palatial country home of Sir Aubry Snitchpiffle, a remodeled castle just south of London. Outside a terrific storm is raging (storm effect) but within, "On with the dance!" Little do the revellers realize that murder stalks the night and death rides the wind! Fortunate indeed it is that our stalwart hero, Sherlock Von Home-on-the-Range, played by Leslie Tower, is among the guests—(talking, laughter, and subdued dance music—)

Sherlock: Do you know, Watsis, I have a strange presentment that all is not well.

Watsis: You don't say.

Sherlock: Oh, but I do say, Watsis, I do say—

Announcer: That Necktie Cover-Uppers are all the rage. And they can be had—

Watsis: At every clothing and department store. We know.

Announcer: But did you know that Necktie Cover-Uppers—

Sherlock: Are made in three sizes to fit every tie and pocket book? Of course. But as I was saying—

Watsis: As you were saying?

Sherlock: I have a strange presentment that all is not well. Listen to the rain, Watsis—(rain effect) and the wind—(wind effect). I don't like it, Watsis, I don't like it. Anything could happen on a night like this! We must find Sir Aubry at once.

Watsis: He is in the drawing room.

Sherlock: Good heavens, man, not the DRAWING ROOM!

Watsis: Why not? It's his drawing room.

Sherlock: We shall see, Watsis, we shall see. Follow me quickly but quietly, man! Our lives depend on our stealth tonight. (They stomp heavily around the mike—sound of door slamming)

Sherlock: Here we are, Watsis. Now carefully—carefully—(scream, crash, shots).

Watsis: Goodness, what was that?

Sherlock: The light, Watsis, the light! (Watsis scratches match) Ah, as I thought, as I thought.

Watsis: It's Sir Aubry! He's been murdered!

Sherlock: Of course, my dear Watsis, of course.

Announcer: And so ends Scene One of our tonight's drama featuring Leslie Tower as Sherlock Von Home-on-the-Range, and presented by Necktie Cover-Uppers, Inc. Lady Snitchpiffle weeps bitter tears over the body of her husband (much weeping and wailing). Her tears mingle with the rain streaming down the window (rain effect). Scotland Yard investigates, but finds not a clue. Sherlock Von Home-on-the-Range is not so easily baffled, however; the following night finds our hero and the ever-present Watsis again on the scene of the crime. Let's listen—(silence).

Sherlock: Shhhhhhhh! (more silence).

Watsis: Sherlock! Sherlock! Are you there?

Sherlock: Certainly, certainly, my dear Watsis, certainly.

Watsis: Are you certain that the murderer will return tonight?

Sherlock: Of course. Quiet, Watsis. If the murderer learns of our presence here tonight, we are dead men (crash).

Watsis: You dropped your watch.

Sherlock: Wrong again, Watsis. It was my pipe.

Watsis: Shall I strike a light?

Sherlock: No. Steal quietly to that window and ascertain the condition of the weather.

Watsis: All alone?

Sherlock: Yes.

Watsis: No. You go.

Sherlock: No, you go.

Watsis: You've got the wrong script. That was in last week's show.

Sherlock: Well, now that we've started it, one of us will have to go to the window. We'll flip for it. Heads I win, tails you lose (Sound of coin). I win.

Watsis: Let me see that penny!

Sherlock: Go to the window!

Watsis: Oh, all right (loud footsteps and crash).

Sherlock: How's the weather?

Watsis: "So fair and foul a day I have not seen."

Sherlock: Let me see; that's from Ziegfeld's Follies, isn't it?

Watsis: No. Broadway Melody. I'll have you know I'm well read. (Slow, ominous footsteps and clanking of chain).

Watsis: OOOooooooooooooo!

Sherlock: Quiet, Watsis. Did you hear something?

Watsis: I—I—I'm s—still hearing it!

Sherlock: What do you make of it?

Watsis: S-sounds like f-footsteps!

Sherlock: Remarkably clever, Watsis, remarkably clever (footsteps stop). Ah, it is at the door. Sh! Have you your gun?

Watsis: I've g-got it, but I can't h-hold it!

Sherlock: Good. Keep it in readiness (sound of door).

Watsis: OOoo boy.

Sherlock: Sh! Shoot when you see the whites of their eyes!

Watsis: H-how can I s-see in the d-dark, and how can I shoot if this g-gun won't be still? I-I-I—(shots, crash, screams, wind, thunder, and everything).

Sherlock: Lights, Watsis, lights!

Watsis: (trying to scratch match on shoe) This shoe is wet.

Sherlock: Scratch it on your Necktie Cover-Upper, fool.

Watsis: Of course, of course, how stupid of me.

Sherlock: Ah, as I thought, as I thought.

Watsis: But this is only Lady Snitchpiffle! Oh, what have I done, what have I done?

Sherlock: Quiet, Watsis. So I see, so I see. Hmmm.

Watsis: Is SHE the murderer of Sir Aubry, her own loving husband?

Sherlock: Very sad. Very sad indeed, my dear Watsis.

Watsis: Tell me, sir, how did you know she was the guilty one?

Sherlock: Very simple, Watsis, very simple. You see this diamond brooch.

Watsis: Where did YOU get it?

Sherlock: It was lying beside the body. And do you smell the strange perfume on her hands?

Watsis: Sniff, sniff!

Lady S.: Stop that! You're tickling me!



Sherlock: Shut up. You're supposed to be dead.

Lady S.: But after all, I'm not.

Watsis: Besides, you killed poor Sir Aubry Snitchpiffle!

Lady S.: Really, Mr. Whatsyourname, I did no such thing.

Watsis: It's in the script, woman. Can't you read?

Lady S.: Where? O, of course. How stupid of me! (she laughs)

Announcer: And so, ladies and gentlemen, we bring to a close another in the series of Murder Mansion Mysteries, brought to you each Friday evening at this same time by the makers of Necktie Cover-Uppers. And remember, there is no longer any need to suffer the agonies of embarrassment that usually come with Christmas neckties. There is a Necktie Cover-Upper to fit every need and they are on sale (start curtain) at every clothing and department store.

(Curtain)

## History of Education Reviewed for Commencement

CARL B. SNOW

Caledonia Township School,  
Caledonia, Michigan

The Senior Class at Caledonia, Michigan, threw tradition to the wind at commencement time by avoiding the usual "Valedictory-Salutatory" type of commencement and gave instead dramatic sketches of historical significance in the development of education in Caledonia. The theme of the program was timely, since this class was the first one to be graduated from the new building.

Two seniors—one dressed as a grandmother, the other known as Mary—representing a member of the Class on the night of graduation, provided the conversation which linked together the series of episodes.

Three places in the auditorium were devoted to the presentation of the program. The stage served as the most common location in presenting the episodes. A raised platform in front and at one side of the stage held Grandmother and Mary throughout the program. Directly above this platform was fixed a screen on which stereopticon pictures were projected.

The first episode revealed the interior of the first Caledonia school, consisting of four pupils and the teacher, Mandana Wood. This log cabin school of 1864 depicted the stern

methods of teaching, the chanting class in spelling, the singing geography class, and in general the formal atmosphere of the school room. Care was taken to make this scene authentic rather than merely entertaining. The curtains closed slowly upon the class reading its "Pilgrim's Progress" while Grandmother and Mary again picked up the thread of conversation from their positions on the platform.

Episode two consisted of a black robed senior representing Judge Cooley rendering the famous "Kalamazoo Decision," which affected Caledonia High School as well as the rest of the high schools in the state.

Two citizens of 1873 were found discussing the important question of a change in the location of the school building site from the center of the primary district to a location nearer the newly settled village of Caledonia in Episode Three.

In the fourth episode the first senior class of Caledonia High School was viewed in a portion of its graduation exercises in 1895. This episode served indirectly as a means of contrasting the old and new types of commencement programs.

A stereopticon projector was used in the fifth episode to project pictures of a number of former classes which had been graduated in the early part of the present century. Many such photographs contained the pictures of the parents of the present graduates.

The sixth episode found the members of a small group of Caledonia students in 1921 enthusiastically discussing the possibilities of a new building being erected on the school site. Their joy knew no limit as they visualized a larger school with courses in music and art, and a gymnasium.

The concluding episode consisted of a moving spotlight shifting from one group to another as students were discovered engaged in class room activities in home economics, shop, commerce, geometry, chorus, chemistry, and animal husbandry. These offerings were made possible by the recent consolidation of districts and erection of a new building.

Grandmother had to hurry to obtain a seat in the auditorium, while Mary hastened to get into line for the senior march of the class, and the formal presentation of diplomas.

An enthusiastic reception on the part of the community greeted this new type of commencement program. The seniors were proud of their own efforts at developing, writing, and producing their own commencement program, one with meaning and interest to them and to their parents.

"The really challenging task for education is the enrichment of leisure."

—Goodwin Watson.

# Vitalizing Civic Education Through the Speakers Bureau

KATHRYN HEINZ LIVINGSTON

Chairman, English Dept., Director, B.H.S. Speakers' Bureau, Berkeley H. S. (Calif.)

**T**O SPEAK whenever a good cause needs your voice" had long been a part of the creed of the public speaking students in our highschool. The students, duly trained, properly enthusiastic and more than willing to obey the creed behest, found, term after term, that the "good cause" appeared all too infrequently and when it did, afforded opportunities to only the limited few. Having reached that point in public speaking development where they knew they had something to say, they felt the need of a life situation in which to say it.

This life situation was supplied when the local Community Chest officials, upon the suggestion of the superintendent of schools, Dr. Dickson, issued a call for student speakers from the highschool to explain to the public the services rendered by the various Chest agencies.

The necessary machinery was set into action at once. Letters were sent out by the superintendent's office to all schools, churches, and civic organizations, stating that student speakers were available for talks on the Community Chest. At the same time, a group of about sixty highschool students, enrolled in public speaking, began a comprehensive study of all Community Chest activities, visiting many of the agencies in person to get first hand information. Never was there such zest displayed in the compilation and delivery of speech material.

Soon the calls for speakers came in and within four weeks a total of one hundred seventy public talks on the Community Chest had been given. The groups addressed included twenty different schools, seven Dads' Clubs, eleven Parent-Teacher Associations, ten churches and fifty-two community organizations.

Thus was launched the Berkeley Highschool Speakers' Bureau, a student automatically becoming a member upon the com-

pletion of his first public assignment. Although the Community Chest still remains the heaviest single piece of work for the year, the bureau now participates actively in all city wide undertakings, the Red Cross Roll Call, Safety Education, Fire Prevention, American Education Week, Boy Scout Week, Constitution Day, all national holidays, etc. The American Legion has a student speaker at every meeting. To sit next to the provost of the University of California at a Community Chest luncheon, to talk socially with the mayor at an American Legion meeting, sends the student back to school frankly thrilled beyond words. The personal enthusiasm of the members of the bureau remains a never ending source of inspiration.

Where requests come in for complete programs, the bureau is assisted by the school's music and dramatic departments. Where the organization issuing the invitation does not indicate the subject, the theme of Americanism is usually the key note of all programs. Presentation may take the form of a symposium, a forum, a panel discussion or individual speeches. Hearing student speakers on such subjects as "The World Crisis and American Democracy," has given adult audiences new confidence in the ability of youth to combat successfully the ever present menace of foreign ideology.

(Continued on page 269)



The members of this group, Berkeley High School Speakers' Bureau, help to promote significant community enterprises by appearing individually as well as in symposium, forums, panels, and other forms of public presentation.

# Our School 'Jamboree'

J. MORRIS HILL

Lebanon High School, Lebanon, Mo.

THE all-school carnival as we conduct it in the school system of Lebanon, Missouri, is highly successful in raising money for extra-curricular expenses. The plans vary from year to year, but in all essentials they are similar to those I shall give in detail below.

Several weeks before the festival was to be given, our superintendent of schools selected the manager. Six members from the faculty were selected, too, to serve as a managerial committee. The student council members were asked to meet with this committee and assist with the plans.

The managerial committee was responsible for the supervision of all phases of the festival. This committee met and discussed general plans for the festival and chose the date for the event. Ways and means of improving upon previous festivals were brought out in the discussion.

This committee, with the aid of the student council, set up the following committees of faculty members and students: (1) finance and ticket, (2) advertising, (3) soliciting, (4) attractions, (5) posters, (6) queen, (7) equipment, and (8) parade.

The managerial or governing committee planned the general scheme for the building, assigned rooms for the various attractions, and gave final judgment on all matters of controversy. This committee also checked up on the progress being made in the different phases and gave whatever assistance was needed.

The finance and ticket committee allotted funds for the approved concessions, distributed change, and took charge of all monies. They also prepared the tickets used for entrance and voting.

The advertising committee planned the procedure for publicity. This was one of the most important committees, for good attendance, of course, is necessary to a successful festival.

In order to create interest, the advertising committee formulated plans for the naming of the carnival. They wanted a name that would attract attention and be appropriate to the occasion. Each class in high school was invited to submit names. From this collection the managerial committee selected "Jamboree." It was incorporated in all the advertising and the word "carnival" was forgotten.

This committee had the one word, "Jamboree," printed for windshield stickers. These

were released several weeks before the date set, and aroused much speculation on the part of the public as to the significance of the word.

Plans were formulated by this committee whereby each class organization in junior and senior high school could select a queen. These queens were to compete for "Queen of the Jamboree."

The managerial committee also arranged for advertising in the local newspapers, had handbills printed, walks and streets chalked, and made use of loudspeakers in the parade.

To obtain articles for use as prizes in the different concessions, a soliciting committee was formed. This committee interviewed the merchants of the town several weeks in advance. The merchants in several instances wrote to the companies from which they buy and were given articles free, just for advertising purposes.

The attraction committee considered the different stunts and concessions that they thought would be best and reported them to the managerial committee for approval. They took into consideration those attractions which were the best money gatherers and otherwise most satisfactory at previous festivals.

The poster committee made posters for windows and painted signs for the various concessions in the building.

The committee in charge of queens designated the number of votes given to the queen by records, tickets, and floats. This group also arranged the program for the coronation of the "Queen of the Jamboree."

The equipment committee furnished the materials and equipment for all the concessions.

The parade committee organized the different units of the parade from first grade through high school. It decided the order of march and route to be taken.

Each class organization through junior and senior high school elected its queen one week before the date set for the Jamboree. Each morning for one week before the Jamboree, votes were counted in each class for the different queens. The votes for each candidate were posted from day to day.

The queens were escorted to the different rooms by the class officials and introduced. Some of the class officers worked out impressive and formal methods of introducing their queens. Some used buglers for announcing the arrival at the door.

For its queen each class organization made



a float to be entered in the parade. Other floats were made by other organizations, such as the Home Economics Club, the Agricultural Club, and the Health Organization. These floats did not compete for votes, as did the ones which were used as thrones for queens. The expenses for the different floats were borne by the particular organization sponsoring them.

Three judges from the business houses were selected to pick the three best floats. To the one getting first place, 5,000 votes were given to the queen whom it represented. Second, third and fourth places got 3,000, 2,000, and 1,000 votes, respectively, for their respective queens.

A special assembly was held just before the noon hour on Friday. Extracts from the different stunts and the parade were given.

The parade, led by the high school band, was held Friday afternoon. Grade school children marched in order of grades, dressed in costumes representing some people or project studied. Each group depicted the Jamboree spirit. "Open House" was advertised for that night at the school building.

An admission of five cents was charged at the door. In return for the five cents each person was given a slip of paper which was good for five cents at any booth or concession.

Voting for the queen was carried on throughout the evening. For each five cents spent, a slip of paper worth five votes was given. The person would then write in the name of the queen for whom he or she wished to vote.

The different attractions consisted of bingo, fish pond, country store, hoopla, doll rack, dart throwing, shooting gallery, (air rifle), picture show, wrestling, boxing, oddities, fortune telling, toss-a-ball, mouse and pie, and minstrel show.

Soft drinks, ice cream, hot dogs, hamburgers, and candy bars were sold.

The articles donated by the merchants were distributed to the different stands. The co-operation of the merchants of the town in the matter of donating was excellent. We had no trouble in getting all the articles we needed.

The counting of the votes for "Queen of the Jamboree" continued throughout the evening but in secrecy. All votes were taken in at 10 o'clock.

In order to avoid congestion of the crowd, the attractions which were most popular were placed in the larger rooms and at widely separated places. The picture show, which proved to be very popular, was located in the auditorium. The minstrel in another large room proved to be a great attraction and gave three shows.

It was so arranged that a person could see or participate in almost every attraction during the evening. The picture show ran continuously.

The highlight of the evening was the crowning of the "Queen of the Jamboree," who up to this time was not definitely known. At the conclusion of the last minstrel show a general announcement called for an assemblage in the auditorium for the crowning of the queen.

There was a place for practically everyone to participate. Co-operation from every teacher and almost every pupil was excellent. Many students had a chance to show their talent, and some of it was very good.

This plan of raising money has several advantages: (1) It causes everyone to strive for the same thing, and this makes work a pleasure. (2) It serves as a unifying agency among students, patrons, and teachers. (3) It enables a school to broaden its program of extra-curricular activities. (4) It creates an atmosphere of success in the school. (5) The teachers and pupils become better acquainted and more satisfactory and cheerful work is the result.

There are no misfit children. There are misfit courses of study, misfit textbooks, and misfit teachers. But in the very nature of the case, there can be no misfit children. The child is what education is for. One might as well say that the child does not fit his clothes as to say that the child does not fit his school.—B. R. Buckingham.

The only way in which one human being can properly attempt to influence another is by encouraging him to think for himself, instead of endeavoring to instill ready-made opinions into his head.—Sir Leslie Stephens.

#### MISS GIBSON:

If you haven't given a Newspaper Party for your class or your friends, be sure and write Give-A-Party, 501 Sherman St., Chicago, Ill., for details. A party for 12 costs \$1 and includes clever invitations, four novel games and unusual place cards. You'll have a riot of fun.

MISS HARRISON.

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# Parents Like To Play

GENE H. SLOAN

Superintendent of City Schools,  
Lebanon, Tennessee

There comes a time in almost every school year when the need for extra money becomes pressing. It appears that every type of money raising plan has been tried; the classes and clubs are at a loss to know what new plan can be devised to raise the money for the new radio or tennis court.

During the past winter one of the organizations affiliated with the Lebanon, Tennessee, schools hit upon the idea of having a Festival. The usual committees were appointed and work was begun.

Each boy had a particular task in the planning for the Festival and each had a particular job on the day of its presentation. A free program in the auditorium in which the Boy Scouts gave first aid was the primary attraction of the day.

A committee was appointed to divide the wards of the city into zones and to make a canvass for ticket sales. The chief feature of the ticket was a list of some of the outstanding attractions offered at the Festival. The base price was fifty cents the ticket—but it was subtly suggested that any amount above that sum would be acceptable.

The ticket read as follows:

## FESTIVAL

November 11, 1938

High School Auditorium

Hours 3 P.M. to 9 P.M.

- |                     |                     |
|---------------------|---------------------|
| 1. Tennis game      | 9. Bridge game      |
| 2. Volley ball game | 10. Marble game     |
| 3. Ping pong game   | 11. Horse shoe game |
| 4. Ping pong game   | 12. Horse shoe game |
| 5. Bingo game       | 13. Sandwich        |
| 6. Bingo game       | 14. Cold drink      |
| 7. Bingo game       | 15. Ice cream cone  |
| 8. Checker game     | 16. Candy or nuts   |

Thus the ticket had sixteen items listed, or one event or item could be bought for four cents.

When guests arrived they found Boy Scouts ready to engage them in tennis, volley ball, ping pong, checkers, marbles, or bridge. Any guest defeating a Scout in a single contest was entitled to a prize.

Guests that called as a matter of duty to their offspring or neighbors' children soon entered into the spirit of the occasion—went downtown for supper, spread the news of the unique Festival and brought other callers

in the evening. So popular did the games become that extra tickets were sold to the visitors and the time had to be extended to very late in the evening.

It was found that the ticket idea worked much better than a plan formerly employed, in which there were many stands and games catering to visitors for five cents each, after a general admission price of ten cents had been charged.

## Vitalizing Civic Education Through the Speakers' Bureau

(Continued from page 266)

Active participation in significant community enterprises has contributed enormously to the student in the development of understanding and appreciation of the city in which he lives. In the field of extra-curricular activities, the Speakers' Bureau is unquestionably the most powerful factor in the vitalizing of civic education.

"Leisure is here and here to stay. The Western World as a whole has more hours of leisure than of work. Leisure can be a blessing to men and women or it can be their complete undoing. One of the most important functions of the schools today is to educate boys and girls for the wholesome, wise use of leisure time. Culture has been built upon leisure. Until a civilization advances far enough to free some of its people for art and music and science and philosophy, mankind remains in a barbarian state."—Carleton Washburne in *Our Schools*.

There is nothing in life so irrational, that good sense and chance may not set it to rights; nothing so rational, that folly and chance may not utterly confound it.—Goethe.

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# Have You Read These?

BY THE EDITOR

"Shame to say, she stooped to sing (as an encore) — — — — —. One would as soon think of picking up an apple core in the street." So wrote a New York critic (several years ago) in reporting a vocal artist's concert. And the song was "Old Folks at Home." A pitiable story: natural musical talent, no business ability, liquor, an accident, an unidentified corpse (with 38 cents in its pocket) on a slab in the morgue, and not even a newspaper death notice. You'll find "Steve Foster of Tin Pan Alley," *The Etude* for November, interesting because (1) you love Foster's songs; (2) of the tragedy that stalked through the composer's life; and (3) what Sigmund Spaeth writes is always intriguing.

Perhaps you don't like the idea, but it appears to be on the way. In some communities it is compulsory and in others it is voluntary. ?????? Summer schools for elementary and secondary school pupils. In the December *Clearing House* under the title, "The Winfield Summer Activity Program," Evan E. Evans describes his 1938 eight-week voluntary summer session. A curriculum that included manual training, crafts, art, sewing, foods, creative dramatics, journalism, music of several types, story telling, reading, playground activities, swimming, etc., would certainly appeal to a wide variety of interests. And it did, more than 1,200 children enrolling for it. Something you might be thinking about!

"Without it they are helpless; with it, harnessing it to their purposes, they can make us glow with pride or burn with hatred, they can make us zealots in behalf of the program they espouse." Without or with what? Our emotion. Who are "they"? Propagandists. "Turn to today's newspapers and almost immediately you can spot examples of them all." What are "them all"? The seven commonly used propaganda devices—"Name Calling," "Glittering Generalities," "Transfer," "Testimonial," "Plain Folks," "Card Stacking," and "Band Wagon." Here's an excellent article for you, and, because they are younger and less experienced, it is still better for your students. Clyde R. Miller's "Propaganda—and How to Detect It." *The Scholastic Editor* for December.

How would YOUR subjects rate if you asked the graduates of YOUR high school

these three questions? (1) What ONE of your high school subjects do you consider of the greatest benefit to you now? (2) Which ONE do you consider of least benefit? (3) If you could live your high school life over again, what subjects among those you did NOT take, would you be sure to take? True, the consumers' opinions may not be either the only or the best criterion of value, but certainly they do have some merit. If you'd like to know how one group reacted, read Arnold M. Christensen's "2125 High School Graduates' Estimates of Subject Values," *The Clearing House* for December.

"Who ever heard of such a thing?" has been an easily taken attitude towards the new or novel since time first began, and perhaps it might be taken by the average teacher when she reads the title, "Second Graders Learn Photography." However, Elmer A. Finch, in the *Journal* of the National Education Association for January, not only tells how these young folks assembled their pin hole cameras, took, developed, printed, and mounted their pictures, but he provides proof by publishing nine of their photographs.

IF—

You cannot visit them (now or later), at least you can read about New York's rooftop wonders—grass, flowers, shrubs, trees, yes, even running brooks and pools complete with waterfalls, lilies, fish, and all the other trimmings—four times as large as the famous Hanging Gardens of Babylon, and more than one hundred feet above the bustling streets of a great city. "Sky Gardens" in *Better Homes and Gardens* for January.

You would like to know the present "Trends in Certification for Teachers," see *School Life* for January.

You are a costume-jewelry wearing lady, by all means read Lois Mattox Miller's "Glamour & Junk, Inc.," in the January *Commentator*.

You teach Latin, you will find some help; if you don't believe in it, you will find some things to "burn" about. The "Latin" number of *Education*, December, 1938.

You are allergic (and maybe you are and don't know what ails you), see "The Strange Ways of Allergy," by George W. Gray in the January *Harper's*.

You have adjustment troubles, read Winfred Rhoades' "Adjusting Yourself to Yourself" in *The Forum* for January.



## News Notes and Comments

The Fifteenth Annual Convention of the Columbia Scholastic Press Association will be held in New York City, March 9, 10, and 11.

The American Council of Guidance and Personnel Associations will meet at Cleveland, Ohio, February 22 to 25.

Through its official *Bulletin*, the Michigan High School Athletic Association has made an appeal to officials in their athletic games, asking them not to smoke "in the presence of high school students at the time of contests in which they are officiating."

The 1939 National Scholastic Tennis Tournament is now open to all high schools and junior high schools. There is no entry fee. For further information, write Tennis Editor, Scholastic, 250 East 43rd St., New York City.

### Take Care of Back Numbers

Many schools follow the practice of keeping all the numbers of *SCHOOL ACTIVITIES* and having them bound at the end of the school year. Missing copies result in calls for back numbers, and the supply of September, 1938, copies is already exhausted. There are a few remaining copies of each number of the 1937-

38 volume, except for the months of September and November.

Each month the teachers of the high schools of New York City publish *High Points*, a magazine of nearly a hundred pages.

### International Friendship League

The International Friendship League has been organized for the purpose of promoting better understanding among the youth of the world through personal correspondence. It is non-political and non-sectarian.

The League is officially recognized as the headquarters for international student correspondence and is endorsed by the Ministries of Education in 86 countries and territories and the Departments of Education in each of the forty-eight states.

More than 5,000,000 letters have been exchanged by boys and girls between ten and twenty-eight years of age. In almost all cases, the correspondence is carried on in English.

There is a small charge for a list of foreign names and addresses and those sending a self-addressed, stamped envelope to the League headquarters, 41 Mt. Vernon Street, Boston, Mass., will receive complete information.

In number of *SCHOOL ACTIVITIES* subscribers, Illinois passed Pennsylvania in January and now leads by a margin of eleven. New York, Ohio, and Texas still rank third, fourth, and fifth, respectively.

First Aid and Safety are taught as a part of the regular school curriculum at the Normal Junior High School, Normal, Ill. (See left.) James H. Carnahan, American Red Cross Examiner and Principal of the school, is shown giving a demonstration during "Open House" at the school.

The 15th annual Junior High School



Conference of New York University will be held March 17th and 18th at the School of Education, New York University.

The newest Report of the Advisory Committee on Education is one of "Vocational Education." It is a volume of 325 pages, price 35c. It may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.

### Student Control

The University of Bologna is one of the oldest, if not the oldest, of European universities. In the Middle Ages, the students elected both their masters and the governing rector. A doctor who refused to take a vow of obedience to the representative of his pupils had no means of collecting his lecture fees.—David Riesman, M.D., in *Texas Interscholastic Leaguer*.

The December 1938 bulletin of the Wisconsin Interscholastic Athletic Association was devoted entirely to a discussion of athletic injuries in Wisconsin schools.

One day recently the 88 grade school and 192 high school students of Shakopee, Minnesota, went to school without a teacher in the building. The entire faculty, including Superintendent J. A. Metcalf, left on a teaching observation trip to neighboring schools. Students had been elected by the student body to fill the various positions.

The purpose of the NEWS NOTES AND COMMENTS department is just what the name implies. Items that deal with activity interests that are new or different will be welcomed here.

By a shading off process, the text material of the Christmas number of the *Arc Hi News*, of Arcanum, O., appears in a unique and attractive display of red and green.

Everyone practices safety, more or less. Consequently, everyone must learn to practice it—the more and the earlier the better. This photograph (right) from the Hamburg, N. Y., Public Schools, illustrates early education. Note

the officer in front and the "stop and go light" in the center.

### Sports Teaching Held as Model

Of the entire cultural heritage handed down to us by the ancient Greeks, athletics is the only subject that is taught correctly in the schools today, Dr. John Erskine, author and educator, declared recently before the fifth annual Foreign Language Conference sponsored by the New York University School of Education.

Dr. Erskine urged that all subjects be taught in the same way as athletics, and that the system of giving grades in school subjects be abolished, since, "as in athletics, it is only the result that counts and not a mark."

"Because a student gets a grade of 95 per cent in a language under the present educational system, it doesn't mean that he knows that much, but simply that the teacher's score in catching him in mistakes is 5 per cent," he said.

"You can't interrupt a boy playing football by teaching him the history of the sport. He isn't interested in getting a Phi Beta Kappa in the subject. He is interested only in the result of a contest, and a 'grade' isn't necessary because the results are obvious. And if he wants to learn to swim what he is mainly interested in is to keep from sinking."—*Journal of Education*.

The near tragedy in the Amarillo High School will furnish many a student committee with some thunder in petitioning for early Christmas dismissal in years to come. It seems from a press dispatch that R. B. Norman, principal, yielded to solicitations and dismissed classes just four minutes early for the Christmas holidays. Hardly had one large classroom been vacated before the ceiling crashed to the floor. We believe, however,



there is a better lesson for the building inspector than for the "early-Christmases" in this incident.—*Interscholastic Leaguer.*

Pupils in the third grade of the Eugene Field School, Columbia, Mo., under the direction of Mrs. Anna Castleman, constructed this complete miniature stage, painted the palm trees, hibiscus bushes, and boobab trees, made the puppets, and presented "Kintu's Adventure." Pretty good for third graders, eh?



### Scottish School Nature Club

(Continued from page 260)

### Health Parade is Yearly Event

An outstanding event each year in Knoxville, Tenn., is the annual Health Parade, when some 6,000 city school children wearing costumes of every color of the rainbow march down Gay Street through throngs of spectators. This is the parade of the Gold Star children. To become a Gold Star child, one must be checked on five health points, good hearing, throat, eyes, teeth, and nutrition.—*The Journal of Education.*

Skill, trusteeship, scientific method, these three, which are obviously related to one another, indicate the main sources of strength in modern civilization.—*L. P. Jacks.*

From now, guard your thoughts; for if it is true that yesterday's wrong thought gives birth to the trials of today, it is equally certain that today's right thinking will generate joy for the morrow.—*Hope La Gallienne.*



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tion of rocks. For further study, wild flowers, fruits, birds' nests and eggs, specimens of rocks and fossils, have all been placed from week to week on the table, where also the development of such creatures as tadpoles and caterpillars has been watched.

Pleasant study hours have been spent at the Edinburgh Botanical Gardens and at the Zoo, as well as at the City Observatory in the evening hours. More time has been spent in the Royal Scottish Museum, with its great display of natural sciences. Here frequent demonstrations have been made by Museum specialists for the benefit of the club members.

Another phase of the club's activities has been the procuring of speakers who are specialists in the various departments of natural science—bird life, insect life, astronomy, geology, and botany.

The purchase and upkeep of plant boxes and garden tools for the roof garden, maintained in connection with the club itself, have been met entirely from funds of the club. It has also been possible to contribute a number of nature subjects to both junior and senior schools, as permanent additions to their libraries.

The George Square Nature Club is self-sustaining in every respect. No financial assistance of any sort is required from the school. Membership fees supply a working fund that is further augmented by presenting school entertainments of one sort or another.

Twenty-eight years old now, it is safe to say that the George Square Nature Club has long since passed the experimental stage in Scottish school life.

There never was a person that did anything worth doing, who did not really receive more than he gave.—*Henry Ward Beecher.*



# How We Do It

C. E. ERICKSON, *Department Editor*

An innovation is being tried in this department this month. A number of graduate students, enrolled in the course SCHOOL ACTIVITIES, have taken entire charge of the collection and preparation of these materials. I am sure that you will find a number of interesting and suggestive ideas presented.

## Social Affairs

AGNES H. HENDRICKSEN

*Schurz High School, Chicago, Illinois*

The social affairs in most high schools are organized for the enjoyment of only a part of the student body—those who dance. In so arranging school parties, we teachers are violating the democratic principles we claim to espouse. As sponsors we should provide fun for all students regardless of their peculiar attitudes toward certain amusements.

For students who can not afford dancing lessons, certain schools sponsor clubs that teach boys and girls to dance and then provide opportunities to use the newly-gained ability. Others offer this training in classes in physical education. Both methods are real answers to a social need.

Folk dances, by varying the groupings of dancers, can lend interesting and exhilarating variety to a program of couple dances. A number of these group dances can be taught by pupils who know them or by the physical education department. When the students have learned the dances, they will enjoy using them at parties.

But to be really effective, we must include games and stunts at our parties to give even those who object to dancing a chance to have some fun. So varied a program will, of course, require more thought and effort than a dance, but it will make our social affairs real expressions of social democracy.

## Honor Study Halls

NELLA SMITH

*Struthers High School, Struthers, Ohio*

A year ago the student council was organized after a great deal of study, visits to other schools with councils, and many discussions by the principal, students, and faculty. The student body had requested a council for some time but the principal had carefully directed them past too hasty an organization and possible failure through lack of preparation. When the psychological moment came, the council was elected by an enthusiastic

and enlightened student body, and the faculty was behind the organization.

One of the first responsibilities the council desired was an honor study hall. There were many discouraging criticisms of such a venture by students and faculty. After home room discussions the council decided to try an honor study hall each period and see how the students reacted to the system.

The president and vice president of the council visited each study hall and talked to the teacher in charge, concerning the pupils whom the teacher considered worthy of being members of an honor study hall. When the committee realized that this method of selecting study hall members was arousing the disapproval of the student body, they agreed that the students admitted should have a B average in their studies.

During the next two weeks one large study hall was set aside for an honor study group. Each period of the day the members of the honor group met to study in that room. The teachers were given smaller study groups in other rooms and had more time to help those needing guidance in their work.

Each honor study hall elected its own president to be in charge. The students took pride in their new venture and obviously took it seriously at first, but as the semester drew to a close there was a noticeable laxness in the morale of the students of the honor study halls. The council listened to suggestions and took note of their mistakes.

Now a new year is in progress and the new members of the student council are profiting from the experiences of last year's council. Refusing to be discouraged by the let-down in last year's honor study hall, the council has set out more diligently to insure the success of the system for the school. This year any student may be a member of an honor study hall if he has an average of 90 in conduct and has not failed in any subject. Because the council realizes that those who are low in their scholastic work need the direction and guidance of a teacher in their studies, only those who have some capacity for self-direction in study are included. Each study hall elects its president as they did last year, but now there are two honor study halls each period. The students are all eager to make this project a success and are doing their best to keep up the morale in each one.

The whole school—principal, faculty, and student body—feels it is a worthy endeavor and appreciates the enthusiasm and responsi-

bility shown by the council in trying to instill a "spirit of co-operation for the betterment of the whole school" in the most important participants, the student body.

## The Assembly Program

EDITH NELSON

*Flower High School, Chicago, Illinois*

Daily assembly programs may seem like a difficult undertaking, but we have been obliged at Flower High School to work out some means of solving the problem of an overcrowded building. In order to accommodate the large number of students we have an "early" school and a "late" school. During the time that both "schools" are in session we use the large assembly hall and lunch room. This means that every pupil attends assembly every day.

The assembly committee is made up of teachers who schedule assemblies and coordinate the programs. The committee schedules the home rooms in the assembly hall in such a way as to have approximately as many groups in each period as there are weeks in the semester. Each home room takes the responsibility of the assembly program for one week of the semester. The remaining weeks they are a part of the audience.

In the home room the pupils spend some time planning their program. Usually the committee of teachers plans the first two weeks of programs so that all home rooms have some time for preparation. The home room elects an assembly program committee that makes tentative plans, which are discussed, revised, or enlarged by the group and finally are made definite. The type of program presented will vary with the interests of the pupils and the teacher. If a large per cent of the pupils have musical ability, the programs may be along musical lines; if the pupils are especially interested in science, they may plan a program related to botany, chemistry, biology, or meteorology. Several interesting mathematics programs have been presented. Table manners, clothing selection, interior decorating, food selection, care of children have been used as the basis for informative programs. When the home room studies drama in English, they often present plays or parts of plays. Sometimes a home room will have an especially talented member who will give a whole program. Clubs and other organizations take certain periods to present their work or to demonstrate something of interest to all. Panel discussions on school problems or on affairs of general interest are used also. Style shows are given by home rooms who are taking clothing courses. If a home room is assigned a week of some special holiday they usually build

their program around the theme of the holiday so we always have Thanksgiving, Christmas, Patriotic, and Arbor Day programs near the respective dates. Pupils seem to enjoy programs of entertainment in which a large number participate, such activities as group singing, playing various musical instruments, and dancing.

Guest speakers are obtained regularly. In recent semesters the programs have been standardized to the extent that we have planned certain types of programs for certain days of the week—for example, music on Monday; plays, demonstrations, or discussions on Tuesday and Thursday; movies or slides on Wednesday; and guest speaker on Friday. The teacher committee arranges for the outside speaker unless the home room has some special plans. In many cases these speakers give us vocational guidance in interesting ways. Nurses, airplane and train stewardesses, manufacturers, and others, have presented the story of their work. The principal and the teachers appear at intervals each semester as speakers. The movies are selected by the home room from the list available and are scheduled to avoid duplications. Sometimes they are the commercial type; sometimes they are from the teachers' film libraries; or they may be selected from a number owned by the Board of Education.

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The assembly program offers a variety of duties and responsibilities. The chairman and secretary of the home room act as chairman and secretary of the assembly during the week the home room is in charge. Another member of the home room reads the announcements. The assembly program committee organizes and promotes the programs, but does not necessarily appear in them. Each member of the assembly has ample opportunity to learn and practice correct audience habits, such as proper use of applause and respectful and courteous attitude toward performers.

What started as a means of handling overcrowded conditions has grown into a definite part of the school program. Sometimes a delayed speaker or a blown fuse puts our pupil committee to a severe test. The composure and inventiveness that many of them exhibit in such emergencies prove that they are benefiting from the assembly training.

### The Evanston-Northwestern Community Clubs

HAROLD DASH AND MELVIN SUTKER  
Students at Northwestern University,  
Evanston, Illinois

The Evanston-Northwestern Community Club program was instituted for those Evanston boys and girls who can not afford to join organizations requiring fees. This is a unique example of university and community co-operation. Evanston supplies the boys, the girls, the operating funds, and the various school and playground facilities; Northwestern supplies the student leaders and the office space.

Most of these clubs are formed of natural neighborhood gangs without any attempt to group together boys and girls who are strangers to one another. A student leader simply goes out to the part of town where a certain group of boys lives and talks to them. They think over the idea of doing things together, things that they couldn't do without a leader's help, and usually they want a club right away. From that decision it is a short step to the choosing of a name, an hour and place to meet. After the club is functioning, they may add to the size of the club by voting in new members.

Activities vary from group to group and are the result of each club's desires and creative effort. The club we lead has no name as yet; the members are boys between the ages of seven and twelve and meet in the basement of the Dewey School. We have regular business meetings in which officers report, dues (two cents a week) are collected, and plans for future events and meetings are made. Sometimes we play games or sing and at other times we make use of the craft-shop

in the basement of the Northwestern University Students' Y.M.C.A. building.

The members of our club, coming as they do from the poorest and the greatest trouble-making areas of the city, can easily become delinquent. The club's program and the influence which we, as leaders, exert is aimed at turning delinquent tendencies and leisure time energies into channels of wholesome activity.

### Home Rooms at Evanston Township High Schools

ROBERTA PETERSON  
Student at Northwestern University,  
Evanston, Illinois


The home room set-up at Evanston High School is interesting to me because it is entirely different from anything I have ever seen. Evanston is a large school, having some 2500 pupils divided into twelve home rooms, each of which takes care of about two hundred students. Such large home rooms will have to be planned before the school is built. In charge of each home room is a director with eight to ten teachers under his direction. Each of these teachers has a group of twenty to thirty advisees for whom he has numerous and varied responsibilities. He becomes a friend to his advisee but tries to avoid having him in class. To this friend the student may turn with his problems. Each assisting teacher keeps a complete record of

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each one in his group and helps him plan his four years of work. These records are available to any teacher in the school at any time. Report cards are handled from the home room office and are also available in the home room. The assisting teachers in the home room supervise the room as a study hall one period a day or help during the first period of the day. Because of the size of the home rooms, they are used as study halls and during his free periods the student returns to his home room to study. The home room meets every morning for a half hour and here attendance is checked. If a child is absent, the teacher may call from the room and talk to the parents, thus discovering the reason for the absence and the pupil's desires about his assignments. All disciplinary problems are handled directly from the home room instead of through the main office.

The student remains in the same home room for two years, and thus his director and advisor have a chance to really know him well. The student has a chance to become well acquainted with the other members of his home room and to lose some of the feeling of being "a little frog in a big pond."

The school is not, however, a lot of little schools with little or no contact with the rest of the student body. An extensive intramural sports program has been set up in which the students may participate. Often two or more home rooms will go together and have parties or programs. During the Safety Program one home room will challenge another to see which one can make the finest record. The all school assemblies and the club activities also help to give a feeling of unity. After watching this program closely for a year, I believe it has many advantages over some other systems.

### Students Go On the Air

*East Lansing High School,  
East Lansing, Michigan*

An interesting activity, directly associated with class work, that is being carried on from week to week at East Lansing High School at East Lansing, Michigan, is a regular series of broadcasts over radio station WKAR located on the campus of Michigan State College.

East Lansing high school was assigned a half hour every Wednesday afternoon from 2:30 to 3 o'clock to make these broadcasts possible. The station broadcasts on a frequency of 850 kilocycles and is heard throughout the state of Michigan as well as in surrounding areas. It is one of the few educational stations in the country to carry on a regular full-time broadcast schedule.

An attempt has been made to present pro-

grams of a varied nature representing participation by different departments in the high school but the emphasis has been on discussions based on current issues. The technique of the panel discussion has been the one most often used in the broadcasts devoted to current news developments, although sometimes short talks are given on a variety of subjects that have appeared in the news. The radio discussions have been a fine means of relating regular class work in senior high economics and government to public discussions over the facilities of a broadcasting studio. Usually two panels are presented in the half-hour program, with from three to five students on each panel. In the course of a semester this gives many students a chance to participate.

The events in Europe and Asia during the past several months have provided fertile sources of information and issues for the students in their discussions. One of the most interesting half-hours that was put on the air recently was one that dealt with the American foreign policy in the Far East. The first half of the program consisted of a panel presenting a summary of our relations with China and Japan. The second fifteen minutes of the period was devoted to a talk given by a senior who had lived for some time in the Far

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East and who could give first-hand experiences concerning the raid on Shanghai, the precarious position of the Philippines, and American interests in that area. In passing, it may be noted that two minutes after the broadcast she was summoned to the telephone to receive an invitation to speak to a club on her Far Eastern experiences.

Other subjects that have been discussed by the senior social science students include the Munich conference, Cordell Hull's tariff program, profit-sharing in industry, the Lima conference, the railroad situation, the housing program of the federal government, and subjects along similar lines. Last spring a group dramatized Hitler's move into Austria. Another group, an economics class composed of about twenty-five students, dramatized the business cycle by showing its effects in the lives of the members of an average American family. Twenty-two students participated in this broadcast; the whole class helped write the script and plan the necessary sound effects.

Besides the seniors enrolled in economics and government, other students have also participated in the broadcasts. Every week one of the members of the varsity debate squad acts as the announcer for the program. It is not only his duty to read the announcements, but also to get the students together at the same time and place and then to see to it that the whole group arrives at the studio in time for the broadcast at 2:30. During the actual broadcast he has the further duty of adjusting any variable time factors in the program so that the period ends "right on the dot." The debaters have also carried on several of the programs, with debates or discussions, on the question that the high schools are debating this year, that of the Anglo-American alliance.

Except in the case of book reviews, dramatizations, or other programs of a more or less "set" nature, the students do not use scripts. For the discussions they are allowed to use brief notes and sometimes to quote briefly from an important article, but the extemporaneous approach is emphasized in these broadcasts. Both methods, e.g., reading from manuscript and speaking extemporaneously, have been tried, and it was found that listeners regarded the extemporaneous delivery as sounding more spontaneous and interesting than the other. If a discussion becomes quite "heated," as they sometimes do, the members of a panel signal to the chairman who responds with a slight nod toward the student he wishes to speak next. Toward the end of the period, the chairman or announcer signals to bring the program to a close and reads his concluding announcements.

## Preparation Precedes Participation

(Continued from page 244)

it. The next step should be to make suggestions to the school. Finally the council will be ready to devise a statement of rules and regulations for the best interests of everyone.

Yes, the school should demonstrate democracy in action. The teacher-controlled school, with students passive recipients of a mass of information, fails to develop a vital co-operative atmosphere. Students planning and working together gain experience by doing.

Such a plan for introducing student participation in the operation of the school should produce some of the following results:

A noticeable change in the co-operative action of students and teachers in the functioning of the school; development of student consciousness and interest in the smooth functioning of the school; a tendency for teachers to think more of student development than of subject matter; less friction between teachers and pupils in matters which determine good administration of the school; rules and regulations which arise from actual school needs and are stated in terms understandable and acceptable to the students; improvement in discipline because students are busy at tasks for the common good; and the development of students who are better able to take their place in a democratic society.

Such a program at its best, however, requires an unlimited amount of patience and continuous guidance. The certain degree of freedom and initiative that is necessary will call for changed standards on the part of teachers and administrators. But when the results are measured in child development, student participation in the operation of the school results in training for participation in meeting the needs and solving the problems of modern life.

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# Stunts and Program Material

MARY M. BAIR, *Department Editor*

## Short Shorts

A number of selections by Longfellow and by James Russell Lowell in a program to commemorate the birthdays of these two men. "The Bridge," by Longfellow, and excerpts from "The Vision of Sir Launfal," by Lowell, make excellent background for tableaux or pantomime.

Something about calendar reform, and what a vital subject this seems to some. Information concerning Leap Year which falls in every year which is divisible by four without remainder, except the concluding years of centuries, every fourth only of which is exactly divisible by four hundred.

Relate some of the old traditions of Leap Year, then dramatize a skit wherein the girls ask for "dates," escort the boys, pay the way, and form the "stag line."

A program of songs and readings popular during the Spanish war. (It was in February 1898 that the United States Battleship Maine was destroyed in Havana Harbor.) Popular songs of that period were: "Good-bye Dolly Gray," "Two Sweethearts," "Just as the Sun Went Down," "My Sweetheart Went Down with the Maine" and "Just Break the News to Mother." Books containing these old songs may be procured at any music store, and the singing will give variety to a 1939 program.

A "television" skit showing Christopher Latham Sholes as he invented the typewriter. This should be acted by members of the commercial department. Since, of course no typewriter of this ancient make can be procured, Mr. Sholes must give a "chalk talk" to illustrate his model.

A brief history of the treaty of Guadalupe Hidalgo, signed by the United States and Mexico in 1848. Tell of the annexation of Texas, New Mexico, Arizona, and California to the United States. Follow this with a short dramatization of the gold rush. Such a program might well include readings from poems and stories by Bret Harte.

A "television skit" by classes in agriculture as they listen to Cyrus Hall McCormick tell of his invention of the reaper.

Readings from the works of Dickens, or impersonations of favorite and popular characters in Dickens stories.

Show Zebulon Montgomery Pike in the costume of that day when he discovered Pike's Peak. Contrast this with a group of modern

"tourists" climbing "to the top." Be sure to use a generous amount and various types of dialogue in the "patter" as given by this group.

Impersonation of Elizabeth Blackwell (1821-1910) in her pioneer movement for woman's suffrage. Follow this with a short "My Day" speech by an outstanding member of our present day league of women voters.

Classes in education could build one or more interesting programs around the lives and achievements of three of our early and outstanding educators: Mark Hopkins, president, Williams College 1836-1872; Mary Lyon, founder, Mount Holyoke Seminary (1837); and Alice Freeman Palmer, president, Wellesley College, 1882-1887.

## Educational Radio Scripts

Many schools are doing radio plays, yet these schools have no broadcasting facilities whatsoever. The plays are acted television style for the benefit of the general assembly. In some schools where a public address system is available the plays are given in this way and the actors are not seen.

Many plays of an educational nature are now to be had for little or nothing. These plays are "good drama" and each carries such an element of suspense as to make it suitable for a program where mere entertainment is the object.

Communicate with the Educational Radio Script Exchange of the United States office of Education. When you have made selections from the list of plays, which is yours for the asking, arrange your stage as a broadcasting studio, perform the parts as though the play were "on the air." A bit of music, a statement, even a sentence and the actions may be taken *anywhere*, without so much as one shift of scenery.

Witnessing those events which went into the discovery and establishing of our national parks, seeing and hearing those to whom our national monuments are dedicated, provides material for stimulating discussions and topics for written or oral work in history and English.

Biography, literature, science, music, vocational guidance, history, and art are to be found in these plays, the production of which tends to correlation between the various departments within the school.

After a few of the ready-made plays have



been produced, choose some interesting bit from some of the above mentioned subjects, then write and produce a play which is all your own.

### School Days

To many children, Valentine Day is one of the most interesting days in the school year. Remember how you used to look forward to the drawing from that huge red heart-shaped box? Remember how you wondered just how many valentines you might receive and if that certain one might be there?

An amusing number can be made by high school students' impersonating eager children who are placing valentines in the box and then drawing them out. This must all be done in the manner of small children.

One person should be costumed as "teacher" and must be "very sweet" to encourage each "child" to see that "not one is forgotten." The whisperings among the children, the little secrets told, the verses read when at last the drawing is finished, should all be planned that local jokes, "crushes," funny mannerisms, etc. provide abundant comedy.

Naturally the pretty little girl with the curls will get the most valentines and the "old meanie" boy will get just the type of home-made missive he deserves.

Get your "cast" together, think up all the good jokes you know on members of both faculty and class, then work said jokes into "hearts and flowers" or "comics." Dress up like a bunch of "kids" and provide some original amusement for your fellow students.

### Washington and Lincoln

The dignity of Washington and Lincoln, the memory of their sacrifices and their achievements tends to a desire for simplicity in any program dedicated to the memory of those most loved of Americans.

Make no attempt for that which is new or elaborate but rather reiteration of the old, the setting forth of accomplishments and ideals with such new interpretation as these times demand. The United States Congress each year takes time to pay tribute to these leaders. The *Congressional Record* prints the proceedings of these days, from which the best of program material may be gleaned from year to year.

Complete programs, educative as well as entertaining, may be made from the following suggestions: Pictures, history, and interesting information concerning the Washington monuments, the Washington statue at the sub-treasury department in New York City, and Hondon's statue at Richmond, Virginia.

The Lincoln Highway, Lincoln's birth place near Hodgenville, Hardin County, Kentucky, the Lincoln memorials at Washington, District of Columbia, and at Cumberland Gap, Tennessee. Tell of, and show collection of the Washington stamps. Give information concerning the Lincoln penny as designed by Victor Brenner.

Read short excerpts from Washington's addresses and papers; his address to his troops, his last address to the army, his first and second inaugural and his farewell address. Have a roll call to be answered by quotations from Washington's "Rules of Conduct."

A reading well worth-while may be taken from the story: "Man for the Ages" by Irving Bacheller. This is a story of the youth and early manhood of Lincoln. The narrative ends with Lincoln's going to congress in 1847.

### Don't Blame College

WILLIAM J. CHAPITIS

Menasha High School, Menasha, Wisconsin

#### DRAMATIS PERSONAE:

Cy Perkins: practical-minded farmer

Sam Atkins: practical minded farmer



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Sid Pullet: young collegiate with the proverbial swagger

Youth, Man, First Woman, Man and Woman, Old Man.

The effect of this playlet depends entirely on timing and dialect.

## I

Scene: A road outside a country village.

(Cy Perkins and Sam Atkins come riding down the road in buggies, going in opposite directions. They come side by side and stop.)

Both (coming in): Galoop! galoop! galoop!

Sam: Whoa, Maggie!

Cy: Whoa there, Nan!

Sam: Well, Cy Perkins, how be you?

Cy: I be fine, Sam Atkins. And how be yerself?

Sam: Say, Cy, what do you think of the milk strike?

Cy: Well, Sam, I'm gettin' nawthing out of it but a lot of sour milk.

Sam: Yep, my hogs are thrivin' on it mighty fine.

Cy: Say, what else has been happening in the village?

Sam: Aw, the village headlines have it that Jeb Pullet's son is back from college for the summer.

Cy: Yep, the only good thing that boy's been doin' is keeping a good share o' the old man's money in circulation as fast as the old man can write Jeb Pullet on his checks.

Sam: Yep, there's got to be somebody to squeeze the gold out of the old man.

Cy: My son seen him at the giniral store yisterday smokin' them thar tailor made cigarettes and snappin' his two-inch wide suspenders 's if he was boss of this here whole valley.

Sam: Old Jeb Pullet's still braggin' thet his son'll be county attorney someday.

Cy: If yer ask me he'll be needin' the state attorney to pull him out of some mess or other.

Sam: Last Christmas he came back here from bein' what they call a yell leader. He invented some new confounded noise. I heered it so many times thet I knew it meself. He's had thet boy of mine hollerin' his head off with it round the barns.

"Horse and wagon!  
Horse and wagon!  
Team! Team! Team!"

(Both horses start; both men do pantomime accordingly.)

Sam: Whoa there, Maggie!

Cy: Whoa back, Nannie!

Sam: Thet young Pullet would sooner have

a self-starter on a Ford than hitch a horse to a buggy.

Cy: He won't even make a good scare-crow for the old man's corn fields this summer.

Sam: Yep, yer can't stand on both feet very well when yer asleep most of the time.

Cy: Well, Sam, looks like Nan here is anxious ter earn her bag of oats. I'll have ter be goin' to the village naow.

Sam: Bye-the-bye, Cy, if yer see young Pullet, try ter find out what's wrong with this here world of ours.

Both: Galoop! galoop! galoop!

(Exeunt)

CURTAIN

## II

(Sid Pullet comes walking down the road with a collegiate swagger. Another young man comes walking up from the opposite direction.)

Youth: Hello, Sid, how's college?

Sid: In the affairs of pedagogical pursuits chronology and procrastination yield to all oratorical ebullitiens.

Youth: Say, Sid, what yer sayin' don't mean nawthing ter me, but it sounds pretty good.

Sid: Such is the sesquipedilian verbiage

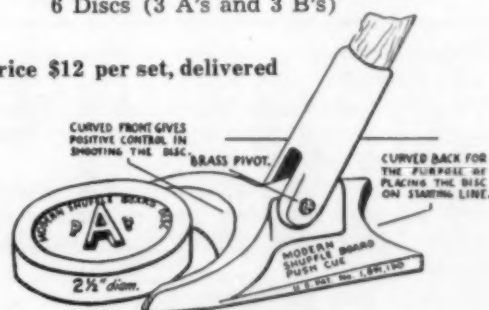
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that gives vocal ornamentation to the college terpsichorean halls.

**Youth:** I guess I'm not good enough any longer ter associate with you—is that there English what yer talkin'? I'm doubtin' if yer knows what yer sayin' yerself.

**Sid:** I must forget myself. One who has sat in the halls of higher learning and tasted of the wisdom of the sages must condescend to use the language of the common throng to speak to simple country folk.

**Youth:** Say, Sid, do yer think there's any chances of me ever goin' ter yer college?

**Sid:** There, there, lad, now you're speaking sense. After a year at Tree-Top College you'll learn that we have the best football team in the Big Triangle. Carl Hughes can punt 65 yards and pass 75, Jack Ames can always get a first down around the ends. Fullback Hapgood always makes five yards. Tree-Top College has two of the best forwards in basketball. Jim Manning can do the hundred in 9.4.

**Youth:** Is athletics the only thing they got there?

**Sid:** No, no, you should see the swell coeds. We of Tree-Top go out with no girls who don't have fur coats with big collars so you can have something nice and fluffy to lean on. Yes, sir, that's the life. We don't have courses in dancing at school, but you can learn that plenty quick enough in the city dance halls.

**Youth:** Gee, Sid, I'll be up ter see ya some day about goin' ter yer school. Now I got ter be goin' on my errands. (Exit.)

**Sid:** So long. Bully for old Tree-Top! Bully for old Tree-Top!

(Steps aside and stands there with downcast head. He seems to be in the depths of meditation.)

**Man** (comes by): There's thet what they call a collegiate back from the big city school-in' house. Gee, he looks dumber than ever. (Exit.)

(Two women come by.)

**First Woman:** Look! There's Jeb Pullet's son. See how he must be thinkin' heavy about some educational subject.

**Second:** Yep, they say educated men should never be bothered when they're doin' deep thinkin'. Let's not disturb his thoughts. (Exeunt.)

(Enter a man and a woman.)

**Man:** There's thet son of Jeb Pullet's. I hope college has pounded some sense into him.

**Woman:** Why, yes! Look how serious he is. I bet he's thinkin' of some way ter end the depression.

**Man:** Yep, maybe.

**Woman:** If you'd had a college education, you'd think more and talk less yerself.

**Man:** Is zat so? (Exeunt.)

(Old man comes down the road.)

**Old Man:** Aha! A college man I see. They say it's them there college men that are goin' ter show us how ter do the heavy thinkin' we need. I guess thet's right. The poor feller must be wonderin' 'bout some new invention ter make work on the farms easier for us country folk. (Exit.)

**Sid** (finally turns about to face the audience. After a pause he speaks.): I wonder where I can get two dollars to take Izeta to the dance tonight. (Slowly leaves the stage.)

### III

(Cy Perkins and Sam Atkins return in their buggies from opposite directions.)

**Both:** Galoop! Galoop! Galoop!

**Sam:** Whoa, Meg!

**Cy:** Whoa back, Nan!

**Sam:** Well, Cy, how's things in the village naow?

**Cy:** Well, I heerd thet young Jimmy Brown came back from college last year an' ez taown secretary showed 'em how ter buy more

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things we need with the same fifteen hundred dollars.

**Sam:** Well, I can't figure out these college guys: some be good and some be no good.

**Cy:** I guess not even a college kin make coffee outa ashes.

**Sam:** An' someone like young Pullet couldn't even make coffee outa coffee beans.

**Cy:** Well, guess it's most onto milkin' time. I'll have ter be goin'. So long.

**Sam:** So long, Cy.

**Both:** Galoop! galoop! galoop! (Both go off stage in opposite ends, all the while pantomiming a buggy ride.)

CURTAIN

### The 'Math' Class Performs in Assembly

(Continued from page 252)

to the entire student body. Senior boys and "math sharks" requested that they be allowed to take the course. Many asked, "Why aren't we taught these processes?"

2. The course and class are no longer looked upon as a "dumbbell" class. Many students were amazed at the performance of the students on the program. Some of the short cuts were deliberately left unexplained, which served to increase respect for the course. One of the highlights of the program was the excellent and entertaining performance by the poorest student in school—at least, he was so considered prior to the program. Another feature was that of the student's obtaining quickly the products of three digit numbers by three digit numbers, writing the answers only.

3. The program served to sell the course to the arithmetic students themselves. They were now convinced that the course was very worth-while and that they were learning something very few other students knew. The program did much to "settle down" the class to a real appreciation of the value of their efforts. A decided improvement in timed tests in fundamental operations was noticed after the program.

4. The program gave students an opportunity for self-expression. It was readily noticed how satisfied the participants became when they realized they were "putting it over."

5. The program served as an educational guidance feature. However, it would serve to better advantage in this respect if presented to eighth graders during the spring prior to entrance in high school.

6. The program revealed similar possibilities with other subjects. In fact, perhaps mathematics presents greater difficulties in this respect than do most other subjects.

### An Individual Guidance Record for Home Room Advisors

(Continued from page 247)


broad basis for directed counseling by the advisor.

The merits of this type of home room record for guidance purposes—convenience, accessibility, usability, comprehensiveness, cumulative character, pupil participation in making and interpreting—do not preclude the possibility of some limitations and undesirable features. The record is not all inclusive or comprehensive. It is not the only record to be kept in a school nor necessarily in the home room. Omissions are at once discernable, e.g., test and measurement data, anecdotal records, and records of interviews and conferences. The record presented here merely represents a beginning attempt to provide home room advisors in a particular school with a type of record adapted to the responsibilities and functions of home room advisors in that school.

Even under these or similar conditions, the essential purpose and character of the record may be lost sight of, and the record is kept perfunctorily for the sake of a record. Its use, if used at all, may be inflexible and wooden. It may be made and kept out of reach and out of sight of students. These, however, are not so much the limitations of the record as of the person responsible for its use. The use to which a tool is put depends upon the craftsman. The tool is not at fault if the craftsman is dull, stupid, or inept. The first need is for competent craftsmen. The second is a supply of good tools. We then may expect fine workmanship and quality products. The order is identical in home room guidance: competent advisors, good records as tools, expert use in counseling, and quality results in the lives of students.

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# Parties for the Season

EDNA E. VON BERGE,  
Department Editor

## Hearts and Hatchets

"C-A-R-M-E-L."

"Sorry. You left out something. Next in line take it."

"C-A-R-A-M-E-L."

"Fine. That's exactly right: You can't have ca-r-a-m-e-l without the A especially in a spelling bee."

Well, you can't leave love, hearts, hatchets, and cherry trees out of February either, no matter how hard you try. For many years this month of the year has belonged, and always will belong, to George Washington and St. Valentine. One just naturally expects a party to be built around one or the other. In order to avoid a possible disappointment, should these two be ignored in party plans, here are some ideas pertaining to both, purposely not outlined in detail, in order to allow committees or the hostess to introduce original ideas—half of the fun in planning a party.

### GIRL MEETS BOY

A novel way of assigning partners in a mixed group recalls to mind the old fashioned parties where beautifully decorated lunches packed for two were auctioned off to the highest laddie bidder who then became the partner for the lassie donor. The popularity of the recently instituted "Dessert Party" suggests the substitution of a Valentine decorated and wrapped dessert, which the girls are asked to bring and which the hostess or committee collects at the door. The laddie hearts draw numbers and each becomes the partner of the lassie heart making the donation. The hostess or committee supplies the coffee, hot chocolate, nuts, and candies, as an accompaniment. This simplifies the work and greatly reduces the cost of entertaining especially for a large group.

Suitable desserts to be packed, if that method is used (and this may be used where just girls are present as well) might be: crushed pitted cherries, sweetened and served over crushed macaroons and topped with whipped cream then garnished with a maraschino cherry. This will be served in a glass punch cup, handles tied with red ribbons, or in a tall drinking glass covered with red cellophane paper decorated with hearts.

Red jello molded in the shape of a heart, placed on a red lace doily and topped with whipped cream, then served on a white glass salad plate with heart cookies and candies,

offers a colorful and appealing refreshment. Red bavarian fruit cream served in a sherbet glass, with a red heart pasted to a toothpick and gaily tucked into the top, guarantees to please even the most discriminating.

### GIRL PLAYS WITH BOY

**Sweet-heart Telegrams.** Distribute blank telegram forms on which guests write love messages using the letters S-W-E-E-T-H-E-A-R-T in order for the first letter of each word in the message. Results when checked are obviously clever, hilarious, or nonsensical, and offer an excuse for presenting a chocolate valentine, sucker, box of candy hearts, or other appropriate valentine gift.

**Be My Valentine.** Cut out large red cardboard hearts. On these, guests paste clippings from magazines which they collect from an assortment on hand. A picture may be placed in the center, around which these clippings are pasted, and the resultant valentine presented to one of the opposite sex. If the group is well acquainted, it is particularly entertaining for each member to draw a name of one of the guests and attempt to collect clippings fitting to that individual. Others later guess for whom it is intended. Some clippings which may be used as an illustration might read "I say 'Yes!'" or "Stop him in his tracks," or "Skin you love to touch," or "Oh darling. You are so handsome!"

**A Hunting We Will Go.** Pair off couples or a group by matching the cut-up pieces of a paper heart. At a given signal, couples or individuals, if the group is small, begin the hunt for letters written on small slips of paper hidden about the rooms. These letters, when put together, form the word VALENTINE or SWEETHEART. The individual letters must be found in the order in which they appear in the word, and though a T is found it may not be picked up until the VALEN has first been discovered. As the letters are located, they are brought to the captain of the group, to the hostess, or placed in order on a large table or on the floor so that one supervising the game may easily determine the winner.

### 'The Father of His Country' Party

**Color Scheme:** Three guesses what that will be—and they are all the same. Carry them out in the refreshments, table decorations, prizes, and even dress. The hostess or com-

mittee dressed in Martha and George costumes will add greatly to the festivity.

**Entertainment:** Folk dancing books outline in detail minuets with the music included, which the committee or hostess may readily interpret to teach to the guests. Gym teachers usually know several and would undoubtedly be willing to take charge. So, too, would dancing teachers. Young and old alike will love this form of entertainment. The SWEET-HEART TELEGRAMS outlined in the Valentine party may be used at this type of a party by substituting the words "MARTHA AND GEORGE" or "GEORGE WASHINGTON." These same words may also be used as a substitute for the A HUNTING WE WILL GO.

**Refreshments:** Cherry desserts of any kind are especially fitting. Jello, cranberries, red food coloring, whipped cream, marshmallows, red or white lace paper doilies, and red flowers, make possible carrying out a red and white color scheme. Blue is a difficult color to introduce through the food itself and would have to be added through table decorations or favors.

### Take Heed!

"What? Another party?" asked a mother of her gad-about daughter. "Oh but mother! Nothing but a fractured skull or broken leg can keep the crowd away from Suzanne's parties. They're perfect. You never know what to expect—they are always so different."

A perfect party hostess, like Suzanne, turns out a party that is different, by observing a number of very definite rules. Take heed if you wish to become a popular outstanding party planner.

1. *Dare to be Different.* This is a case where you don't have to do as the Joneses do (they are probably wrong anyhow.) Try out unique, original individual ideas, keeping constantly on the alert for current and social events that may be used as a theme. For example—a WALLIE-EDWARD party, when the papers were full of their activities, and a CORONATION party, when the whole world turned eyes to England, proved exceedingly clever.

2. *Pick on a Color* and stick to it in table accessories, decorations, dress, foods, prizes, and wrappings.

3. *No Fair Cheating* on time by leaving everything to the last precious minute. Plan far in advance. Who knows! The car may have a flat tire on a last minute urgent shopping trip; the new recipe may turn out to be a flop—too late to remedy. Figure it out! The hostess will be a physical and mental wreck. Guests will readily catch the same spirit.

4. *Eats! You Couldn't Have a Party without Them but—*

- A. Stear clear of rich gooey refreshments. Calorie-counters will turn up their noses in disgust at such concoctions.

- B. Be Scotch! Serve rather too little than too much, unless there is a desire to send guests home with indigestion for a toss-about sleepless night. Add gay, intriguing touches, serve the food with an air about it, and guests won't be conscious of sensible small servings.

- C. Don't serve food at night-owl hours. Maybe you can take it and are able to snooze late in the morning, but some guests can't and have to be awake for these crack-of-dawn jobs.

- D. Pinch pennies for the prizes, decorations, and foods. Clever and popular is the hostess who makes much out of little. If others are able to afford greater party expenditures, that's fine, but don't try to set a financial pace. It isn't becoming and may prove embarrassing to the guests. It is equally as embarrassing if you are able to put on much pomp and ceremony with extravagance, but which they cannot compete with when they entertain in return.

- E. Fruit is a real re-fresh-ment and commendable alone or in combination for ANY party, but particularly late afternoon and evening parties.

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F. Serve no later than 11 o'clock—10 is preferable. Those who may find it necessary to leave may do so. Dessert parties are especially considerate of guests because they do not interfere with other meals or early departures.

5. *Some Guests Are Like Oil and Water—They Won't Mix.* Not even at a party. Choose them wisely. At least one entertaining, vivacious, clever talker with wide experiences is usually an asset and comes to the rescue of the busy or non-conversationally inclined hostess. If you don't have such a friend, go out of your way to cultivate one. It pays. A hostess recently was called from her guests and upon returning discovered just that type of a person spontaneously taking charge by teaching the Lambeth Walk—moving furniture and delighting the group.

6. *Don't Freeze Out the Guests—or Melt Them Out.* Avoid draughts, too high, or too low temperatures.

7. *Snoop Around* and don't be apologetic about it. See to it that no guest is neglected, turn on lights when needed, change them if they annoyingly shine into the eyes of one near by. Be alert for everything.

8. *Keep in the Background as Much as Possible.* Let your guests do the shining. Guide the conversation, don't monopolize it. One clever hostess always reads the newspaper from beginning to end just before the arrival of those attending her parties so that she is sufficiently versed to enter into a conversation herself or to introduce a subject of common interest, should there be an awkward lull.

9. *Know What To Say and How to Say It—What To Do and How To Do It.* Read etiquette articles and not one but many etiquette books. Know how to introduce guests correctly, how to seat them at the table, how to set a table, and how to serve according to rules.

10. *Don't Worry!* Everything is going to be

all right—maybe. It will if you follow these suggested rules and make up your mind in advance that you are not going to fuss. Above all, don't allow guests to suspect any upsets.

## Scouting and Special Education

(Continued from page 250)

need what Scouting has to give him, not only by way of practical education, but by way of character values. Summarizing her story she states, "I firmly believe that the aim of every school system should be not alone the desire to make the child book-minded, but also to make him character-minded—and in our case, hand-minded. To this end Scouting has rendered invaluable service to the pupils and teachers of the Longfellow Opportunity School." She adds that it is her earnest hope that special education everywhere throughout the country will look into the possibilities of the application of Scouting as an answer to many problems, the source of greatest hope for the future of the boy who is potentially normal but who is temporarily an undeveloped child.

"For grown-ups, learning is an exalting process. They are better able to see than children are the immediate advantages of education. They seek to learn without reward or compulsion. You can't teach all the children of all the people without teaching all the people who have all the children."

—Dr. L. R. Alderman.

"Leisure is an affair of mood and atmosphere rather than simply of the clock. It is not chronological occurrence, but a spiritual state. It is unhurried, pleasurable living among one's native enthusiasms."

—Irwin Edman.

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● **ACTIVITIES IN THE ELEMENTARY SCHOOL**, by Harry C. McKown, just published by the McGraw-Hill Book Company, Inc., is designed to assist city and rural teachers and administrators in the planning, organizing, promoting, programming, financing, and evaluating of the home room, council, clubs, assembly, physical recreations, dramatics, trips, music, courtesy, social events, thrift, publications, special drives and campaigns, promotion events, and other activities. The main emphasis of this volume is upon actual practice—things to do, how to do them, and how to evaluate this doing. Its nineteen chapters are attractively illustrated.

● **THE BOY AND HIS DAILY LIVING**, by Helen A. Burnham, Evelyn G. Jones, and Helen D. Redford. Published by J. B. Lippincott Company.

This masculine, concise, comprehensive, well illustrated, and intriguing book was designed exclusively for adolescent boys. Written by three high school teachers around the problems suggested by more than five hundred boys it, naturally, represents pertinent and practical material.

"Rules of the Game" (courtesy), "Building Better Bodies," "Let's Eat," "Time Out" (first aid, etc.), "What Shall I Wear?" "The House You Live In," "Dollars and Sense," "Making the Most out of Family Life," and "We and Our Neighbors," indicate some of the phases of boys' life covered.

● **THE STUDENT EDITOR**, by James W. Mann. Published by The Macmillan Company, 1938. 149 pages.

How many an untrained, newly assigned school newspaper sponsor has wailed, "Oh, for some simple, direct, practical, non-technical assistance—not a textbook for journal-

ism classes, but something my group and I could read, understand, discuss in our staff meetings, and apply."

Well, here it is! This little book (from the first of its short, clearly written and well illustrated chapters—"Foundations," to the twentieth—"A Final Word," covers all phases of getting started, gathering, writing, and displaying the news, planning the several departments, advertising, financing, and publishing inexpensively by the various methods.

And, for the school in which no paper is issued but in which the English department, teacher, or class wishes to publish—here is ready help.

● **BEST METHODS OF STUDY**, by Smith & Littlefield, is a practical guide to efficient study. For those students who do not have the time for special study courses this new practical book answers the urgent questions: What shall I do?—How shall I do it? It discusses specific subjects like: Importance of Efficiency; Reading; Underlining; Note Taking; Outlining; Reviewing; Writing; Library and Reference Books; Studying English; and Minimum Essentials of Punctuation. Also Foreign Languages; Mathematics; Philosophy; Religion; Psychology; the Physical and Biological Sciences; the Social Sciences; and the Interpreting of Visual Aids. It is published by Barnes & Noble, Inc.

● **BICYCLE RACKS**. More than 6,000,000 bicycles are in use in the United States, far more than in the days when the song of the hour was "On a Bicycle Built for Two." While the annual problem of school bicycles is not lessening in annoyance, here is a help for the solution of it.

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● **ALL AROUND THE CALENDAR**, by Ivan B. Boyd, published by the Ivan Bloom Hardin Company. In this book, the author serves a dual purpose, that of furnishing program material for holiday and classroom entertainments, and that of suggesting outlines and ideas which may be developed by the students. The book outlines step by step the

dramatization of a story, and shows how to teach pupils to write and produce their own plays from familiar stories, facts of history, literature, and other school subjects. A few of the titles suggest the variety and scope of the book: "An Arithmetic Game"; "Christmas, Patriotic, and Thanksgiving Stories for Dramatization"; "Character Counts"; "In Judge Health's Court"; "Safety First"; "Thrift Pays"; and "Woeful Fate of Wilbur Won't."

● **OUR COUNTRY, OUR PEOPLE, AND THEIRS**—a book by M. E. Tracy, published by the MacMillan Company. Why should you prize the rights you have under Democracy? Simply and clearly the reasons are set forth in this unique book. Here are the facts and figures which show that Democracy contributes more to the welfare of mankind than any of the superstate governments do. Here are answers to the claims of the advocates of collectivism—whether Naziism, Fascism, Communism. And all this information, taken wherever possible from the official publications of the country concerned, is shown pictorially, graphically, dramatically, column by column, in such a way that the student or adult can see and make true comparisons.

## Comedy Cues

### ORDINARY

Medicine Man: "And, folks, remember that I've got something that changes the color of a person's hair overnight."

Man in Crowd: "Yeah, I've got a son in college, too."—*Texas Outlook*.



### RETURNS

To send my boy to college,  
I put a mortgage on the shack;  
I spent ten thousand dollars  
And got a quarterback.



Waitress: "Have you given your order?"

Diner: "Yes, but please change it to an entree."—*Texas Outlook*.

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### Index to Advertisers



Allied Youth, Inc. ....	3rd Cover
Artistic Medal & Badge Co. ....	276
Bugbee Co., The Willis N. ....	283
Craddock Uniforms ....	276
De Moulin Bros. & Co. ....	273
De Moulin Bros. & Co. ....	283
Dennis Film Bureau, Leroy. ....	286
Evans & Co., Inc., George. ....	268
Expression Service ....	280
Five D's Book Pub. Co. ....	269
Fortuny's ....	273
Galt, Mrs. Anna Manley ....	278
Gennett Records ....	288
Give-a-Party ....	268
Junior Arts & Activities. ....	2nd Cover
MacMurray College ....	4th Cover
McGraw-Hill Book Co. ....	285
Marshall Newspictures ....	269
National Academic Cap & Gown Co. ....	278
National Recreation Association. ....	3rd Cover
Palmer Co., The ....	282
Radio-Mat Slide Co. ....	288
School Activities ....	277
Teachers' Supply Bureau. ....	275
Wilson, Chas. H. ....	281